

Perceptions of EFL Lecturers about Using the Internet in Teaching English Language in Libyan Universities during the COVID-19 Pandemic

Abdalnaser Alamaría*

Department of English Language, Faculty of Arts, University of Azzaytuna, Tarhuna, Libya

*Corresponding author: a.alamaria@azu.edu.ly

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Abstract:

This study aims to investigate the EFL lecturers' perceptions about using the Internet in teaching English in public and private universities in Libya. Moreover, the research examines the obstacles that EFL lecturers face while using the Internet. One hundred EFL lecturers were randomly selected from public and private universities in Libya. A quantitative approach was utilized to achieve the study objectives. The results revealed that EFL Lecturers have a high level of using technology in teaching English with a mean value of 3.54. In addition, teachers expressed the necessity of using online teaching to protect students from illness. Moreover, the study provides the opportunity to experiment with alternative teaching methods, tools, and assessments. The study concluded by recommending that more emphasis should be placed on online teaching and learning.

Keywords: EFL Lecturers, Online Teaching, Libyan Universities.

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المخلص

تهدف هذه الدراسة إلى التعرف على تصورات أساتذة اللغة الإنجليزية كلفة أجنبية حول استخدام الإنترنت في تدريس اللغة الإنجليزية في الجامعات الحكومية والخاصة في ليبيا. علاوة على ذلك، تناول البحث المعوقات التي يواجهها محاضرو اللغة الإنجليزية كلفة أجنبية أثناء استخدامهم للإنترنت. تم اختيار مائة محاضر في اللغة الإنجليزية كلفة أجنبية بشكل عشوائي من الجامعات العامة والخاصة في ليبيا. وتم استخدام المنهج الكمي لتحقيق أهداف الدراسة. وأظهرت النتائج أن محاضري اللغة الإنجليزية كلفة أجنبية لديهم مستوى مرتفع في استخدام التكنولوجيا في تدريس اللغة الإنجليزية بمتوسط حسابي قدره 3.54. بالإضافة إلى ذلك، أعرب المعلمون عن ضرورة استخدام التدريس عبر الإنترنت لحماية الطلاب من الأمراض. علاوة على ذلك، توفر الدراسة الفرصة لتجربة طرق وأدوات وتقييمات التدريس البديلة. وخلصت الدراسة إلى التوصية بضرورة التركيز بشكل أكبر على التدريس والتعلم عبر الإنترنت.

الكلمات المفتاحية: محاضرو اللغة الإنجليزية كلفة أجنبية، التدريس عبر الإنترنت، الجامعات الليبية.

Introduction

English has become an important subject in all Libyan schools, therefore English Language is accorded the status of a foreign language in the education system. In fact, most of the learners who used English as a foreign language have some challenges of acquiring the language. Thus, learning English language becomes necessary and important in 21st century, where mastering English Language is considered necessary, especially in this age of information.

The use of computers and information technology (IT) in education setting has been increasing since the 1980's. Scholars observe that these electronic tools can be viewed as new resources to help promote, enhance, and facilitate learning besides fostering high expectation of more effective, motivating and innovative new learning experiences (Blumenfeld et al., 1991; Kerr, 1991). During the COVID-19 pandemic, the ministry of education in Libya implemented noteworthy measures, including the enforcement of online teaching and television learning programs (Atia & Ganoun, 2020), which are adopted as "emergency online education" (Marinoni, Van't Land, & Jensen, 2020). Consequently, a

majority of Libyan higher education institutions adopted online learning (Abrik, 2021). The sudden and unanticipated shift induced by the Covid-19 pandemic has posed several challenges to teaching professionals as many of them experienced online teaching for the first time and may find it difficult to adjust to the new method (Carolan, 2020).

Researchers are increasingly promoting technology and telecommunication as important tools for teaching and learning as well as linking teachers to one another and the world (AlAdwani & AlFadley, 2022; Apriani et al., 2022; Biletska, Paladieva, Avchinnikova, Kazak, & Review, 2021; Hidayat, Lee, Mason, & Khaerudin, 2022; Hussein Hakeem Barzani, 2021; Ifeakor, 2021; Khasawneh, 2021; Kuts & Lavrentieva, 2022; Nicolaou, 2021; Serostanova, 2014; Usmonov, 2022; Yuldasheva, 2022). Scholars Believe that bringing information technology into the classroom will provoke innovation and change due to the fact that it can present lessons in new and varied ways, offering active and experiential learning (Alanoglu, Aslan, & Karabatak, 2022; Chou, Shen, Hsiao, & Shen, 2019; Dinçer, 2018; Khukalenko, Kaplan-Rakowski, An, & Iushina, 2022; Yurtseven Avci, Ergulec, Misirli, & Sural, 2022). EFL teachers are indeed in the centre of a “monumental technological paradigm shift, one which will eventually change the way all instructors teach and the way students learn”(Baradaran & Khalili, 2009). It is commonly held belief among language teachers that learners have a variety of learning preferences or style and researchers have noted that the more different neuro- systems are deployed in learning, the better something is learned and the more easily it is accessed again later (Hanson-Smith & Ed, 2007). So, when learners are given more choices of learning styles, the better it helps their learning process (Dorgu, 2015; Graf, Kinshuk, & Liu, 2009). Using the internet, with its interesting features of graphics, sounds and animations, is then justifiable.

Besides the fact that different learning styles are catered for in using the internet or the computer in general, it was obvious that a rich variety of teaching strategies also evolved to create a new breed of teachers who must be computer- savvy or internet literate (Aliweh, 2011; Arsyad & Villia, 2022; Hsu, 2016; Kawinkoonlasate, 2020; Tosun, 2015).

The use of internet and computer technology for teaching EFL classroom, learning, practicing and assessing FL, like English, has many advantages, particularly in the Libyan context where EFL students get very few opportunities for practicing and assessing their language skills. If EFL teachers and learners wisely capitalize upon these positive aspects of the use of internet and computer technology in EFL instruction while teaching, learning and assessing target language, the results would be highly encouraging, productive and profitable for all those associated with these processes.

Review of related studies

The internet's relevance to the teaching of English in universities is heightened not only by the growing availability of computer technology but also by changes in the curriculum that place a greater emphasis on student' ability to have self-access autonomous learning.

In the light of these English language curricular changes as well as the growing prominence of internet, there is a need to know how the potential of the internet can be utilised in the EFL classroom, what obstacles are faced by English teachers, and whether the internet resources are really perceived to have a place in the EFL classroom.

One of the aims of the English language instruction in Libyan universities at English language departments is to enable the students to communicate effectively and efficiently in English in social and professional situations (Alamaria, Rahim, & Abdullah, 2016).

A number of studies have been carried out investigating the use of internet for learning and teaching EFL (Algraini, 2023; Atkins & Vasu, 2000; Ghwela, 2023; Jeong, 2023; Mollaei & Riasati, 2013; Salem, 2019; Shin & Son, 2007; Toubot & Seng, 2018). Salem (2019) conducted a study to investigate the Libyan EFL lecturers' perceptions of the use of technology in their teaching practices to inform teaching pedagogy in the Libyan context. The study conducted to understand the experiences at one university in Libya based on data from 12 semi-structured interviews with EFL lecturers and classroom observations of their practice (Salem, 2019). The findings showed that Libyan EFL lecturers possess positive attitudes towards the effective use of technology to support teaching and learning (Salem, 2019).

Similarly, a study conducted in the Libyan context used a questionnaire, as reported by Albukbak and Msimeter (2019) to investigate teachers' perception of Technology use in English language classroom at the faculty of arts, Misurata University. The findings of the study showed that the majority of teachers

supported the use of technology in the language classroom (Albukbak & Msimeer, 2019). However, the study also mentioned that some barriers which may hamper technology use the language classroom, including deficiencies in technical devices, internet connection in the rooms and unstable power supply (Albukbak & Msimeer, 2019).

Another study by Drwish (2023), where the study examined the perception of English teachers in Libya towards the utilization of Information and Communication Technologies. The study used interviews to gather data from four Libyan teachers who teach English at Libyan schools in Malaysia. The study showed that some of Libyan teachers have a positive attitude towards integrating information and communication technologies. The findings also revealed that the use of information and communication technologies is very limited due the challenges they encounter such as poor support, poor technology infrastructure and funding (Drwish, 2023).

In a study by Jeong (2023) which aimed to examine how the integration of social networking services, such as KakaoTalk and YouTube, affected mobile-assisted language learning among Korean university students studying English as a foreign language (EFL) during the COVID-19 pandemic. The study revealed that the integration of social networks and mobile-assisted language learning could support EFL university students' language learning experience and boost students' motivation and engagement in their learning process (Jeong, 2023).

Alolaywi (2021) investigated EFL instructors' perceptions toward online teaching during the COVID-19 pandemic, with special emphasis on the challenges they faced. The investigation employed a survey, involving 43 EFL faculty members from the Department of English at Qassim University in Saudi Arabia. The study concluded that the top advantage of distance teaching was normally protection from the illness. Using the internet for teaching also provided the opportunity to experiment with alternative teaching methods, tools, and assessments. Further, EFL lecturers felt exempted from some of the burdens associated with in-person teaching and were allowed to focus on the core role of their profession.

In a more recent study, Algraini (2023) examined the perceptions of EFL university instructors regarding online education during the pandemic at Saudi universities. The findings showed that the majority of respondents had a more dominant positive attitude regarding online learning activities (Algraini, 2023). However, some of respondents acknowledged the existence of certain negative aspects that merit attention (Algraini, 2023).

Hakim (2020) conducted a study that involved the use of mixed methods, including questionnaires and interviews to examine the influence of technology integration in virtual EFL classrooms and the difficulties confronted by EFL instructors at a university in Saudi Arabia amid the Covid-19 pandemic. The study showed that Saudi EFL instructors encounter many challenges, such as weak network connection, lack of suitable assessment tools, and learners' low level of motivation (Hakim, 2020). These issues cause some teachers to seek for the traditional face-to-face interaction between teachers and learners to be restored (Kerres, 2020).

Therefore, the present study seeks to investigate the potential role of using the internet for teaching EFL in the public and private. The main objective of this paper is to investigate the perceptions of EFL lecturers regarding the use of the internet for teaching and learning during the COVID-19 pandemic in the public and private universities.

In summary, this study aims to contribute to the existing literature on the impact of COVID-19 on education by providing a deeper understanding of the experiences of EFL lecturers navigating the challenges of teaching EFL during the pandemic in Libya.

Research questions

1. To What extent do EFL Lecturers in universities in Libya utilize the internet in teaching and learning English during the COVID-19 pandemic?"
2. What are the English language lecturers' perceptions towards using technology during Covid 19 in teaching English?

Methodology

Participants and instrument

The participants of this study consist of 100 English as a foreign Language (EFL) lecturer currently employed in both private and public universities across Libya. Participants were selected through random sampling, and their teaching experience ranged from 10 to 20 years.

For quantitative data collection, a questionnaire was utilized, which had been adapted from Alolaywi (2021) and Kirkwood (2016), and modified to align with the specific objectives of the current study (Kirkwood & Price, 2016). The survey was administered to both male and female EFL lecturers in Tripoli University, Azzaytuna University, Al-Asmarya University, Elmergib University, Benghazi University, and Africa University. This electronic survey consisted of 41 items and was distributed through an online platform, Google Forms.

The survey was structured into four factors, as follows:

Factor one (Lecturers' Views on Using Technology in Their Teaching): This consists of 10 items.

Factor two (Lecturers' Perceptions about the Importance of Technology in Their Teaching): This consists of 4 items.

Factor three (Lecturers' Use of Technology in the Classroom): This consists of 9 items.

Factor four (Teaching During COVID-19): This consists of 18 items.

Results and discussion

The quantitative data collected through the questionnaire and analyzed using SPSS to address the research questions. Cronbach's Alpha has been computed to be 0.875 as shown in Table (1) which is more than the accepted value which is according to Sekaran and Bougie (2016) is (0.60).

Table 1 Alpha Cronbach for each of phrase's group.

	Variables	No. of items	Alpha coefficient value
1	Lecturers' Views on Using Technology in Their Teaching	10	0.836
2	Lecturers' Perceptions about the Importance of Technology in Their Teaching	4	0.736
3	Lecturers' Use of Technology in the Classroom	9	0.7
4	Teaching During COVID-19	18	0.728
	Cronbach Alpha test for the total questionnaire	40	0.875

Subject demographic Background

The demographic characteristics of the sample are presented in Table 2. Of the total 100 participants, 54 were male lecturers (54%) and 46 were female lecturers (46%).

Table 2 distribution of subject based on Gender

Gender	No.	Percentage
Males	54	54%
Females	46	46%
Total	100	100%

Table 3 the distribution of sample individuals based on their years of experience.

Years of Experience	No.	Percentage
Less than 5 years	12	12
5 to less than 10	26	26
10 to less than 15	26	26
15 to less than 20	21	21
20 and above	15	15
Total	100	100

The data set out in the above table (3), regarding the distribution of sample individuals based on their years of experience, the sample of this study, indicated that the highest percentage of the sample individuals is the percentage of the category of the individuals of experience years that vary from 5 years to less than 10 years and 10 to less than 15 years, which represents 26% followed by the

experience years category that vary from 15 years to less than 20 years, which represents 21% , followed by the category of the experience years that 20 years and above , which represents 15% followed by the category of experience years less than 5 years representing 12% .

Table 4 Distribution of sample individuals on the basis of the scientific Degree.

Scientific qualification	No.	Percentage%
Doctoral	32	32
Master's	51	51
Bachelor's	17	17
Total	100	100

The data shown in the table (4) above regarding the distribution of sample members according to academic qualifications indicates that the highest percentage of academic qualifications is the percentage of master's holders, which represents 51%, followed by the percentage of doctoral holders, which represents 32%, followed by the percentage of bachelor's holders, which represents 17% of the total participants in the study.

Q1. To What extent do EFL Lecturers in universities in Libya utilize the internet in teaching and learning English during the COVID-19 pandemic?

Q2-What are the English language lecturers' perceptions towards using technology during Covid 19 in teaching English?

Table 5 Distribution of sample individuals according to the educational platform used.

The educational platform used	No.	Percentage%
Google Classroom	22	22
Microsoft Teams	59	59
WhatsApp	19	19
Total	100	100

The data shown in the table (5) above regarding the distribution of sample members according to the scientific platforms used, indicates that the highest percentage was users of the Microsoft Team platform at 59%, followed by Google Classroom users at 22%, and finally WhatsApp users at 19%. These results explain what AlAdwani & AlFadley, (2022) refer to that the effect of online learning via Microsoft TEAMS during the COVID-19 pandemic on learning of English skills, students' interaction and achievement assessment as perceived by the EFL students in the English Language Department in Kuwait was rather high.

Lecturers' Views on Using Technology in Their Teaching

Table 6 Descriptive analysis of the Lecturers' Views on Using Technology in Their Teaching

S.N	Expressions		Strongly disagree	Disagree	neutral	Agree	Strongly agree	Mean	Standard deviation	degree of agreement
1	I find Technology useful in enhancing my performance as a teacher in the classroom.	No.	5	4	6	37	48	4.19	1.061	high
		%	5	4	6	37	48			
2	I find Technology useful in improving my students' language skills (i.e., reading, writing, listening, and speaking) when I teach.	No.	8	13	17	40	22	3.55	1.201	high
		%	8	13	17	40	22			
3	As a teacher, I am enthusiastic about using Technology in the classroom.	No.	12	32	5	32	19	3.14	1.371	medium
		%	12	32	5	32	19			
4		No.	13	18	17	32	20	3.28	1.326	medium

	I feel it is important for students to be enthusiastic about using Technology in the classroom.	%	13	18	17	32	20			
5	I feel it is important for students to actively participate in activities using Technology.	No.	5	27	15	31	22	3.38	1.237	medium
		%	5	27	15	31	22			
6	The use of Technology in the classroom limits my abilities as a teacher.	No.	6	11	31	23	29	3.58	1.191	high
		%	6	11	31	23	29			
7	I am willing to learn more about Technology.	No.	15	12	10	32	31	3.52	1.425	high
		%	15	12	10	32	31			
8	I feel that it is important to use technology in the classroom.	No.	10	9	13	40	28	3.67	1.256	high
		%	10	9	13	40	28			
9	I feel that the use of Technology interrupts the normal classroom activities.	No.	10	11	18	52	9	3.39	1.118	medium
		%	10	11	18	52	9			
10	I feel that Technology is beneficial in motivating my students to participate in the classroom activities.	No.	11	10	26	35	18	3.39	1.214	medium
		%	11	10	26	35	18			
The total level of Lecturers' Views on Using Technology in Their Teaching								3.51	0.79	high

From Table No. (6), it was shown that the average values of the lecturers' opinions about the use of technology in their teaching closing variable questions ranged from (3.14) to (4.19), and it was found that (5) questions had an average value within the category (3.4 to less than 4.2), so The degree of agreement for those questions was high, and (5) questions of this variable had average values within the category (2.6 to less than 3.4), and therefore the degree of agreement for those questions was high. The degree of agreement with these questions was high, and the results in Table No. (6) showed that the arithmetic mean value of the sum of lecturers' opinions about the use of technology in their teaching variable was (3.51) and falls within the category (3.4 to less). (More than 4.2), the level of use of technology in teaching was high. The results are consistent with the findings of Salem (2019) and Albukbak (2019), as previously discussed in the literature review.

Lecturers' Perceptions about the Importance of Technology in Their Teaching

Table 7 Descriptive analysis of the Lecturers' Perceptions about the Importance of Technology in Their Teaching:

S.N	Expressions		Strongly disagree	Disagree	neutral	Agree	Strongly agree	Mean	Standard deviation	degree of agreement
1	I provide my students with opportunities to use Technology.	No.	24	16	24	33	3	2.75	1.234	medium
		%	24	16	24	33	3			
2	I am willing to make technology a regular feature in my teaching.	No.	15	16	15	42	12	3.2	1.279	medium
		%	15	16	15	42	12			
3	The use of technology makes lessons enjoyable for my students.	No.	16	14	24	31	15	3.15	1.298	medium
		%	16	14	24	31	15			
4	The use of technology lets my students have fun in the classroom.	No.	10	17	13	41	19	3.42	1.257	high
		%	10	17	13	41	19			
The total level of								3.13	0.946	medium

From Table No. (7) it was found that the average values of the Lecturers' Perceptions about the Importance of Technology in Their Teaching variable questions ranged between (2.75) to (3.42), It was also found that one question, which is " The use of technology lets my students have fun in the classroom.", had an average value of (3.42) and was located within the period 3.4 to less than 4.2, so the degree of agreement with this question was high, while (3) questions whose average values were within the period (2.6 to less than 3.4), so the degree of approval of those questions they were medium, the results also showed in Table No. (7) That the arithmetic mean value of the Lecturers' Perceptions about the Importance of Technology in Their Teaching variable was (3.13) and falls within the period (2.6 to less than 3.4), So the importance of technology in teaching was medium.

Lecturers' Use of Technology in the Classroom

Table 8 Descriptive analysis of the Lecturers' Use of Technology in the Classroom variable.

S.N	Expressions		Strongly disagree	Disagree	Neither Agree	Agree	Strongly agree	Mean	Standard deviation	degree of agreement
1	I would describe myself as an early adopter of Technology compared to my fellow teachers.	No.	3	7	20	42	28	3.85	1.009	high
		%	3	7	20	42	28			
2	I can use Technology to collect information from a variety of resources.	No.	7	16	16	38	23	3.54	1.21	high
		%	7	16	16	38	23			
3	I can use Technology to facilitate academic learning.	No.	13	15	17	35	20	3.34	1.312	medium
		%	13	15	17	35	20			
4	When I use Technology in the classroom, I understand clearly how to use it.	No.	8	9	21	34	28	3.65	1.209	high
		%	8	9	21	34	28			
5	I can troubleshoot common problems when using Technology.	No.	3	20	13	46	18	3.56	1.095	high
		%	3	20	13	46	18			
6	I can choose Technology based on its appropriateness for specific tasks in the classroom.	No.	10	8	25	40	17	3.46	1.167	high
		%	10	8	25	40	17			
7	I can use Technology to communicate with students.	No.	19	25	15	26	15	2.93	1.373	medium
		%	19	25	15	26	15			
8	When I use Technology in the classroom, I need help from other staff.	No.	9	4	7	33	47	4.05	1.234	high
		%	9	4	7	33	47			
9	I am confident in using Technology available in my classroom.	No.	11	10	18	39	22	3.51	1.251	high
		%	11	10	18	39	22			
The total level of the Lecturers' Use of Technology in the Classroom								3.54	0.656	high

From Table No. (8) it was found that the average values of the Lecturers' Use of Technology in the Classroom variable questions ranged between (2.93) to (4.05), It was also found that (2) questions of this variable had their average values fall within the period (2.6 to less than 3.4), so the degree of approval of these questions was medium, It can also be seen from the above table, (7) questions of this variable had their average values fall within the period (3.4 to less than 4.2), so the degree of approval of these questions was high, the results also showed in Table No. (8) That the arithmetic mean value of the Lecturers' Use of Technology in the Classroom variable was (3.54) and falls within the period (3.4 to less than 4.2), so the level of the Lecturers' Use of Technology in the Classroom was high. The respondents of this study supported the use of Technology in higher education system. Most of EFL

lecturers at Tripoli University, Azzaytuna University, Al- Asmarya University, Elmergib University, Benghazi University, and Africa University were not enthusiastic about using technology and internet in the language classroom. This result also was supported by Ghwela (2023), which refer that the majority of Libyan teachers at Al-Asmarya Islamic university had higher perception towards integrating technology into their classes.

Teaching During COVID-19

Table 9 Descriptive analysis of the Teaching During COVID-19 variable.

S.N	Expressions		Strongly disagree	Disagree	Neither Agree	Agree	Strongly agree	Mean	Standard deviation	degree of agreement
1	I frequently experience technical problems while teaching online.	No.	25	8	15	37	15	3.09	1.436	medium
		%	25	8	15	37	15			
2	Online teaching platforms offer innovative methods of teaching.	No.	17	14	25	28	16	3.12	1.32	medium
		%	17	14	25	28	16			
3	Students understand lectures fully while studying online.	No.	14	14	21	38	13	3.22	1.252	medium
		%	14	14	21	38	13			
4	My students struggle with online learning.	No.	4	5	28	45	18	3.68	0.963	high
		%	4	5	28	45	18			
5	The online learning environment is not an interactive teaching environment.	No.	7	6	29	44	14	3.52	1.039	high
		%	7	6	29	44	14			
6	Teaching techniques are limited within virtual classrooms.	No.	1	6	14	40	39	4.1	0.927	high
		%	1	6	14	40	39			
7	Online mediums offer additional tools useful for in-class discussions (e.g., live chats, voice answers).	No.	8	9	12	31	40	3.86	1.263	high
		%	8	9	12	31	40			
8	Students can interact easily with their instructors through online teaching channels.	No.	3	9	24	35	29	3.78	1.06	high
		%	3	9	24	35	29			
9	I can easily assess my students and track their progress while teaching online.	No.	15	18	19	33	15	3.15	1.306	medium
		%	15	18	19	33	15			
10	Online teaching platforms offer innovative methods of assessment.	No.	18	5	21	50	6	3.21	1.217	medium
		%	18	5	21	50	6			
11	I enjoy the experience of teaching online.	No.	13	12	20	45	10	3.27	1.196	medium
		%	13	12	20	45	10			
12	I prefer online teaching to traditional in-class teaching.	No.	5	9	21	45	20	3.66	1.056	high
		%	5	9	21	45	20			
13	Educational platforms offer multimedia teaching tools that are absent in traditional classrooms (e.g., audio and visual aids).	No.	5	6	33	43	13	3.53	0.969	high
		%	5	6	33	43	13			

14	I take advantage of online educational platform tools.	No.	2	4	14	42	38	4.1	0.927	high
		%	2	4	14	42	38			
15	I think that online teaching can easily replace traditional in-class teaching.	No.	9	8	13	32	38	3.82	1.274	high
		%	9	8	13	32	38			
16	Online studying has no negative effects on students' performance.	No.	3	7	25	45	20	3.72	0.965	high
		%	3	7	25	45	20			
17	I see no change in students' achievement levels as a result of online learning.	No.	11	14	22	37	16	3.33	1.223	medium
		%	11	14	22	37	16			
18	Teaching online is boring.	No.	13	11	16	55	5	3.28	1.147	medium
		%	13	11	16	55	5			
The total level of the Teaching During COVID-19								3.52	0.486	high

From Table No. (9) it was found that the average values of the Teaching During COVID-19 variable questions ranged between (3.09) to (4.1), It was also found that (8) questions whose average values were within the period (2.6 to less than 3.4), so the degree of approval of those questions they were medium, It can also be seen from the above table, (10) questions of this variable had their average values fall within the period (3.4 to less than 4.2), so the degree of approval of these questions was high, The results also showed in Table No. (9) That the arithmetic mean value of the Teaching During COVID-19 variable was (3.52) and falls within the period (3.4 to less than 4.2), so the level of the Teaching During COVID-19 was high. The findings were supported by Alolaywi (2021), who concluded that a significant advantage of using technology and internet during COVID-19 was typically the protection from illness. Moreover it is also provided the opportunity to experiment with alternative teaching methods, tools, and assessments(Alolaywi, 2021).

Conclusion

A field study was conducted based on a pre-prepared questionnaire and implemented by the researcher on a sample of 100 respondents, and the study reached a set of results, the most important of which are:

- The level of use of technology in teaching was high, the value of the arithmetic mean reached 3.51 According to Likert scale.
- The importance of technology in teaching was medium, the value of the arithmetic mean reached 3.13 According to Likert scale.
- The level of the Lecturers' Use of Technology in the Classroom was high, the value of the arithmetic mean reached 3.54 According to Likert scale.
- The level of the Teaching During COVID-19 was high, the value of the arithmetic mean reached 3.52 According to Likert scale.

In Libya , specifically within universities such as Tripoli University, Azzaytuna University, Al- Asmarya University, Elmergib University, Benghazi University, and Africa University, educators actively endeavored to leverage a variety of platforms , including ZOOM, , Google Classrooms, and WhatsApp among others. This concerted effort was observed in the context of online education in Libya, particularly within higher education system, where mobile learning, the incorporation of social media in pedagogy, and the integration of educational apps were becoming increasingly prominent.

This paper contributes valuable insights to the significant challenges and influencing factors for using internet to teach EFL student during the time of the Covid -19 pandemic. Equivalent and process cover the challenges of digitalization that were not examined previously. The findings of this paper are based on empirical evidence, which identifies the challenge of online teaching faced by EFL lecturers.

However, the designers, policymakers, university, and producers of the universities can benefit from the results, which provide a true picture of the online learning system in the times of COVID-19. It can be seen as a guide to improving the implementation of e-learning systems among EFL lecturers.

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