

## English-Language Lecturers' Acceptance of E-Learning in Libyan Universities; Theoretical Models and Challenges: A Systematic Literature Review

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### Abstract

In comparison to developed nations, the utilisation of e-learning in developing countries remains relatively uncommon. Consequently, this research addresses the prevailing call in the academic literature for increased investigation into the reception, integration, and utilisation of e-learning systems and applications among English-language educators in Libyan universities, aiming to contribute to the existing knowledge gap. This study conducted a systematic literature review (SLR) following the PRISMA 2020 guidelines. This rigorous method centred on theories and models related to the acceptance of e-learning technology, the pertinent issues and challenges encountered within Libyan higher education institutions. The findings of the PRISMA-guided review shown that Technological Acceptance Model (TAM) stands as the predominant theoretical framework employed to assess the adoption of e-learning in Libyan universities. Conversely, studies grounded in alternative technological acceptance theories, such as the Unified Theory of Acceptance and Use of Technology (UTAUT) and Theory of Reasoned Action (TRA), are notably scarce. Therefore, this study advocates for the continued utilisation of the TAM framework in forthcoming research endeavours due to its comprehensive foundation in technology acceptance models and its capacity to offer novel insights. The results of this PRISMA-guided study hold potential significance for scholars engaged in the examination of technology adoption for teaching and learning the English language as a foreign language (EFL), particularly in the context of developing countries.

**Keywords** E-learning; Acceptance model; Developing countries; Educational model; English Language Lecturers; Libyan universities.

### Abstrak

Dalam perbandingan dengan negara-negara maju, penggunaan e-Pembelajaran di negara membangun masih kurang lazim. Oleh itu, kajian ini mengendalikannya pemanggilan yang dominan dalam literatur akademik untuk penyelidikan yang lebih mendalam terhadap penerimaan, integrasi, dan penggunaan sistem dan aplikasi e-Pembelajaran di kalangan pensyarah bahasa Inggeris di universiti-universiti Libya, dengan tujuan menyumbang kepada jurang pengetahuan yang sedia ada. Bagi memastikan analisis yang teliti dan komprehensif terhadap literatur sedia ada, kajian ini menjalankan kajian literatur sistematik (SLR) mengikut panduan PRISMA 2020. Pendekatan ini memberi tumpuan kepada teori dan model berkaitan dengan penerimaan teknologi e-Pembelajaran, serta isu-isu dan cabaran yang dihadapi oleh institusi pengajian tinggi Libya. Hasil kajian literatur yang dipandu oleh PRISMA menunjukkan bahawa Model Penerimaan Teknologi (TAM) merupakan kerangka teori yang dominan digunakan untuk menilai penerimaan e-Pembelajaran di universiti-universiti Libya. Sebaliknya, kajian berdasarkan teori penerimaan teknologi alternatif, seperti Teori Penerimaan dan Penggunaan Teknologi yang Bersatu (UTAUT) dan Teori Tindakan Rasional (TRA), adalah terhad. Oleh itu, kajian ini mengesyorkan penggunaan kerangka TAM yang berterusan dalam usaha penyelidikan akan datang, kerana ia berdasarkan asas yang komprehensif dalam model penerimaan teknologi dan berupaya memberikan pandangan yang baru. Hasil kajian yang dipandu oleh PRISMA ini memiliki potensi kepentingan bagi para sarjana yang terlibat dalam penyelidikan mengenai penerimaan dan penggunaan teknologi untuk pengajaran dan pembelajaran bahasa Inggeris sebagai bahasa asing, terutamanya dalam konteks negara membangun.

**Kata Kunci:** E-Pembelajaran; Model Penerimaan; Negara membangun; Model pendidikan; Pensyarah Bahasa Inggeris; Universiti Libya.

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### 1.0 INTRODUCTION

E-learning represents as a significant technological breakthrough in education and currently ranks as one of the most widely adopted instructional methodologies. Amid the COVID-19 Pandemic, numerous educational institutions faced the imperative of integrating e-learning technologies into their curricula. E-learning has positioned itself as a state-of-the-art approach to enhancing the dissemination of knowledge across various educational domains. The term for employing electronic learning tools and methods to enhance the process of teaching and learning is referred to e-learning (Boateng, Adam, Okoe, & Anning-Dorson, 2016). Moodle, Blackboard, Web 2.0 platforms, and Web CT are a few samples of these technologies (Al-Emran & Salloum, 2017; Ghawail, Yahia, & Alrshah, 2021; Salloum, Al-Emran, Shaalan, & Tarhini, 2019; Tarhini, Hone, & Liu, 2013), additional involve social network tools and cloud computing (Aburagaga, Agoyi, & Elgedawy, 2020) The collection of responses from e-learning experts and the published academic work had a variety of explanations of e-learning that employed different terminologies. In this study in Libya, the definitions above served as the foundation for discussing e-learning (Bakeer, Wynn, & Khalil, 2020). This e-learning framework provides a dynamic platform for interactive instruction, accessible at any time with an

internet connection. A key focus demanding consideration is the optimization of e-learning's potential to improve the comprehensive experiences of both teaching and learning.

Libya boasts one of the most elevated literacy rates in the Arab world and North Africa region. (Rhema, 2013). Furthermore, an increasing number of studies indicate the necessity for radical change in all sectors, including education. One of the important components incorporated into Libya's development objectives is the development of technology infrastructure and its integration into education. As a result of e-learning deployment, there are challenges, changes, and skill requirements (Ghawail et al., 2021).

Teachers and students must be particularly adaptive to current methods of teaching and learning, which will result in significant changes in traditional academic contexts (Abukhattala, 2016). Implementing innovative teaching methodologies like e-learning poses several challenges for universities. The adoption of technology in higher education often encounters difficulties due to the necessity for new learning habits. E-learning diverges from conventional Information Systems (IS) as it adopts a user-centric paradigm emphasizing content and its presentation. Unlike traditional learning, e-learning offers both teachers and students unique opportunities (Kenan, 2015). While traditional information systems produce individual user outputs, e-learning relies on communication and interaction between teachers and students (Al-Rahmi et al., 2019). Moreover, the outcomes of embracing e-learning might require a more extended period to achieve, rendering this learning approach well-suited for continuous or ongoing education.

Focusing on English as a foreign language in Libya based on some studies (Abukhattala, 2016; N. Salem & Mohammadzadeh, 2018). that focused on this area should be the people who accept and use e-learning based on the acceptance theories and other studies that mentioned how language is one of the challenges (Ghawail et al., 2021). The studies of acceptance and actual use of e-learning have received much interest in recent years.

Nevertheless, only a limited number of systematic investigations have been undertaken to comprehensively assess the landscape of e-learning research to give scholars a holistic perspective on the current state of e-learning adoption. This study is designed to address the following inquiries:

RQ1: What theories have been employed in prior investigations concerning the acceptance of e-learning?

RQ2: What challenges influence the acceptance of e-learning among EFL teachers?

The responses to these queries are intended to guide the reader and enhance their comprehension of e-learning acceptability. The ensuing sections will extensively introduce various emerging issues, methodologies, and theories. Additionally, the primary objective of this analysis is to make a meaningful contribution to the growing body of research focused on the acceptance and practical utilisation of e-learning within the educational domain.

## ■ 2.0 LITERATURE REVIEW

The adoption of E-learning in Libyan higher education is an emerging trend, driven by the need for modernisation and increased accessibility to educational resources. The Libyan government and universities are recognising the potential of E-learning to address some of the challenges traditional education poses.

Libyan higher education has made progress in recent years. However, it continues to face challenges related to political instability, resource allocation, and gender equality. E-learning is seen as a promising avenue to expand access to education and enhance the quality of learning in this unique context. Understanding the historical and contemporary context is essential for successfully implementing E-learning initiatives in Libyan higher education.

The implementation of information and communication technology (ICT) has displayed a noticeable discrepancy between industrialised and developing nations, as observed by Hussin (2017). While Libya, a nation with considerable resources, exhibits readiness to embrace new information technologies, the adoption process remains hindered by multiple factors. These include underdeveloped infrastructure, resource scarcity, deficient management practices, a shortage of qualified experts, and various socio-cultural elements (Zandi, Rhoma, & Ruhoma, 2023). Despite its regional wealth, Libya has predominantly limited its technological use. Awheda and Radwan (2022) highlight that online services and the internet market are in their nascent stages, with one of the lowest internet usage rates in the Arab world. Paradoxically, Libya shows one of the most rapid growth rates in internet usage compared to other African nations (Hussin, 2017).

The progression of the educational process in Libya is intricately linked to the acceptance and utilisation of ICT, as emphasised by Dzingirai, Sebele-Mpofu, and Kandufa (2023). Given the vast expanse of desert and low population density, E-learning presents an opportunity to bridge the physical gap between students and educators, particularly for those situated in remote and less accessible regions (Kenan, 2015).

The policy framework for integrating ICT within Libya's educational sector is still formative. It seeks to enhance educational quality through several key objectives (Rhema & Miliszewska, 2012). These objectives encompass implementing contemporary pedagogical practices, stimulating community-based research by the scientific community, securing financial support from the commercial sector for higher education and specialised training, promoting open and remote learning, and advancing higher education opportunities. Despite these intentions, online and distance learning methods continue to resist gaining recognition as legitimate educational approaches within Libya (Abdelfattah, Al Mashaikhya, Dahleez, & El Saleh, 2022).

Evidently, introducing E-learning into the Libyan higher education system is an integral component of a broader transformative process. Adopting modern teaching methodologies, like E-learning, has challenges in higher education (Beleid, Jaharadak, & AB, 2020). This is compounded by the necessity for adapting to new learning paradigms, leading to potential difficulties in integrating technological tools within the educational sphere (Zandi et al., 2023). The proliferation of diverse educational applications presents an additional hurdle, as users' intentions extend beyond mere adoption to the effective utilisation of E-learning applications.

Numerous studies have already delved into using E-learning in Libyan higher education. These studies have explored the responsibilities of higher education institutions in Libya, shedding light on the various factors and challenges they encounter in implementing E-learning systems (Alshref, Abas, & Bakar, 2021).

In Libya, where approximately 98% of the population predominantly speaks Arabic, the nation lacks the ethnolinguistic diversity of neighboring countries (eabdalhamid faraj Adam & Yunus, 2021). Notably, English is not a second language but rather a foreign language within the Libyan context (Abukhattala, 2016). English is a compulsory subject that commences from the first grade (at the age of 6) and continues through university education (Ramadan, 2022). It is primarily instructed as a second language, with a particular emphasis on developing and enhancing all four language skills, especially those deemed productive. English also plays a pivotal role as the medium of instruction in select colleges of Misrata University, including faculties such as languages, medicine, engineering, and information technology. This preference for English as a medium of instruction has ushered in various opportunities in English as a Foreign Language (EFL) education, such as an upsurge in intensive English training, an increase in the number of English teachers receiving training in English-speaking nations, and augmented investments in infrastructure for English education (Fitori, 2019). However, the objectives and pedagogical approaches employed in EFL teaching and learning in higher education appear misaligned. Despite the publicized goal of enhancing students' communicative competence in English, the existing teaching and learning strategies do not effectively foster such growth (Klimova, Klimova, & Dubinka, 2019). Scholarly observations indicate that much of the instruction is rooted in textbooks, with a predominant focus on grammar, vocabulary, and reading skills. Rote learning prevails as the dominant pedagogical method, with limited emphasis on nurturing communication skills (Huang et al., 2021).

To foster student engagement, educators exert considerable effort to design educational activities that cater to their students' diverse learning preferences and needs. Furthermore, large classes characterized by varying levels of English proficiency among students necessitate a focus on effective classroom management. Reserved students often exhibit reluctance towards collaborative work in pairs or groups, while more confident students with higher English proficiency levels, often seated in the front rows, tend to prefer working with peers with a similar English proficiency level (Aldarasi, 2020). Consequently, EFL students may exhibit hesitancy and discomfort when participating in expressive activities. Research findings underscore that these contextual challenges compel educators to revert to more conventional teaching approaches, emphasizing the inculcation of exam-oriented English language skills rather than progressing towards a Communicative Language Teaching (CLT) approach (Owen & Razali, 2018).

This study asserts that, given the challenges, a comprehensive examination of the acceptance and implementation of online learning is warranted. Investigating the associated challenges and benefits can enhance teaching methodologies and support students in their journey toward communicative English language learning. Moreover, it can encourage active and collaborative learning approaches, ultimately contributing to the pedagogical advancement in EFL education (Aldarasi, 2020).

### ■ 3.0 METHODOLOGY

This study employs a systematic literature review (SLR), a well-established method for comprehensively surveying the existing body of research on a specific topic or research question through a repeatable and structured procedures (Kitchenham et al., 2007). The crucial objective of an SLR is to systematically gather, analyse, and assess the available evidence within a defined field (Hidayatullah, Santosa, & Rizal, 2022). This rigorous process aims to identify any research gaps in the current literature, allowing for further analysis and a deeper understanding of the research issue. The approach in this analysis aligns with the recommendations Kitchenham and her colleagues (Kitchenham et al., 2007). Following these guidelines, the systematic review is conducted in three stages: preparation, execution, and reporting, each comprising specific sub-elements. These sub-elements include (1) formulating research questions, (2) developing a review protocol, (3) establishing inclusion and exclusion criteria, (4) defining selection methods and strategy, (5) conducting quality assessments, and (6) systematically collecting and synthesising data to address the research questions, ranging from RQ1 to RQ3. Each of these stages will be discussed in detail in the subsequent sections. It is essential to emphasise that the inclusion and exclusion criteria utilised in this investigation are explicitly detailed in Table 1, ensuring transparency and reproducibility in line with the PRISMA 2020 guidelines.

According to Kitchenham et al. (2007), The SLR procedure was carried out in accordance with the findings of various research. Some of the primary SLR steps documented in the literature are research identification, study selection, paper quality assessment, data extraction, organisation, and synthesis. The criteria for inclusion and exclusion are the key actions throughout the research selection phase to ensure that the papers chosen for full-text reading contribute to the study's goal. As shown in Figure 1, the SLR methods implemented for this study comprise the paper search process.

#### 3.1 Review Protocol

This approach created a precise review protocol to lead the research and provide a clear direction for its success in conducting this systematic literature review (Satria, 2022). This phase holds paramount importance in the implementation of Systematic Literature Review (SLR) as it diminishes the potential for researcher bias in determining the methodology to fulfil the analysis objectives. The review protocol encompasses key elements such as the research environment, the search methodology, the review inquiries, the criteria for the review selection process, the facets of quality assessment, the procedure for data extraction, and the subsequent analysis of the extracted data (Kitchenham et al., 2007).

#### 3.2 The Criteria for Inclusion and Exclusion Standards

The incorporation and exclusion criteria serve the purpose of ensuring the legitimacy and relevance of the primary studies included in the Systematic Literature Review (SLR). The overarching objective of this systematic review is to gain a deeper insight into the challenges associated with the sustained utilization of e-learning. Data pertinent to the period spanning 2013 to 2022 was systematically gathered from English-language journal publications accessible in digital databases.

**Table 1.** Inclusion and exclusion Criteria

Inclusion Standards	Exclusion Standards
<ul style="list-style-type: none"> <li>- Full-text articles published during the designated timeframe (from 2013 to 2022) and available in the specified database.</li> <li>- Study manuscript written in English.</li> <li>- In the realm of embracing and practical utilization of e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Uncompleted papers</li> <li>- Non-English papers</li> <li>- Outside the selected period</li> <li>- Non-empirical papers</li> </ul>

### 3.3 Research Process

Figure 1 illustrates the utilization of both automated and manual search methods in the report. These dual search strategies were employed to identify content for the study and additional research, aiming to offer a comprehensive perspective. Following Kitchenham et al. (2007) technique, a human search for primary research sources was conducted after an automatic search. A keyword-based automatic search for analysis was performed as an electronic search to address the study's research questions. Google Scholar and Core database was utilised as it listed all article indexed in ScienceDirect, Scopus, Springer, IEEE Xplore, Web of Science, and other non-indexed publication.

The central objective of this study was to identify a comprehensive selection of significant articles within the field. The search queries encompassed terms such as "acceptance of e-learning in Libya," "Actual use of e-learning," "English as a foreign language in Libya and e-learning," and "Teaching English in Libya and e-learning." A secondary manual search was conducted to ensure a thorough and systematic exploration, aiming to uncover any potentially overlooked pertinent sources. The Mendeley program was utilized for the organization and categorization of essential studies, streamlining the management and processing of materials obtained in both stages and facilitating the identification of duplicates.

### 3.4 Study Selection Process

In the initial phase, this investigation identified 365 articles primarily selected from Google Scholar and Core. Subsequent screening procedures reduced the pool to approximately 290 records. Following additional steps aligned with PRISMA guidelines, the focus narrowed down to 75 articles specifically addressing the Libyan community, achieved through targeted search processes utilizing recognized keywords. The papers based on the title and abstract of each article out of this total were 105. The studies based on manual searching were 80. A full-text review of recent studies was involved in the next stage, exit results from 30 studies about Libyan higher education and e-learning. The approach used for inclusion/exclusion measures selecting papers for full-text reading is consistent with what has been used in previous studies (Bukar et al., 2020; Tania, Abdullah, Ahmad, & Sahmin, 2022). Ultimately, a total of 17 articles out of the initial 30 were selected as the final sample for in-depth examination concerning the utilization and implementation of general technology.

As a result, in Figure 1, a systematic literature review (SLR) concentrated on EFL area in Libya; search and elimination findings show that the search results were not very large. Because of the search results in the research, many research publications did not explicitly mention the search query, and most of the articles covered e-learning acceptance in Libya generally without focusing on one area; therefore, we removed it. Only ten of the thirty papers we collected and reviewed addressed the challenges of e-learning.

### 3.5 Quality Assessment (QA)

To ensure the inclusion of high-quality articles in this study, an examination of the publishing journals was conducted to verify their indexing status in Scopus or the Journal Citation Report (JCR). The results indicated that 5 out of 30 articles were indexed in JCR, and 4 out of 30 were indexed in Scopus. Additionally, 8 out of 30 articles were either conference papers, book chapters, or theses. It is noteworthy that many conference-presented studies are subsequently published in journals, resulting in a total of 17 studies included in this review. The remaining 13 articles were excluded from further analysis due to their lower quality ratings.

### 3.6 Data Synthesis and Extraction

Figure 2 illustrates the distribution of articles categorized for full-text reading based on their classifications. Through data extraction from the selected papers, it becomes feasible to classify them according to their contributions and identify empirical studies for in-depth investigation. Utilizing the empirical research outlined in Tables 3 and Table 4, a literature summary was generated for each conducted study. Additionally, theme analysis was used to apply data synthesis, as seen in Table 4. Empirical studies based on classic EFL, technology acceptance theories and models were evaluated to determine which constructs and variables were examined more frequently in earlier investigations.

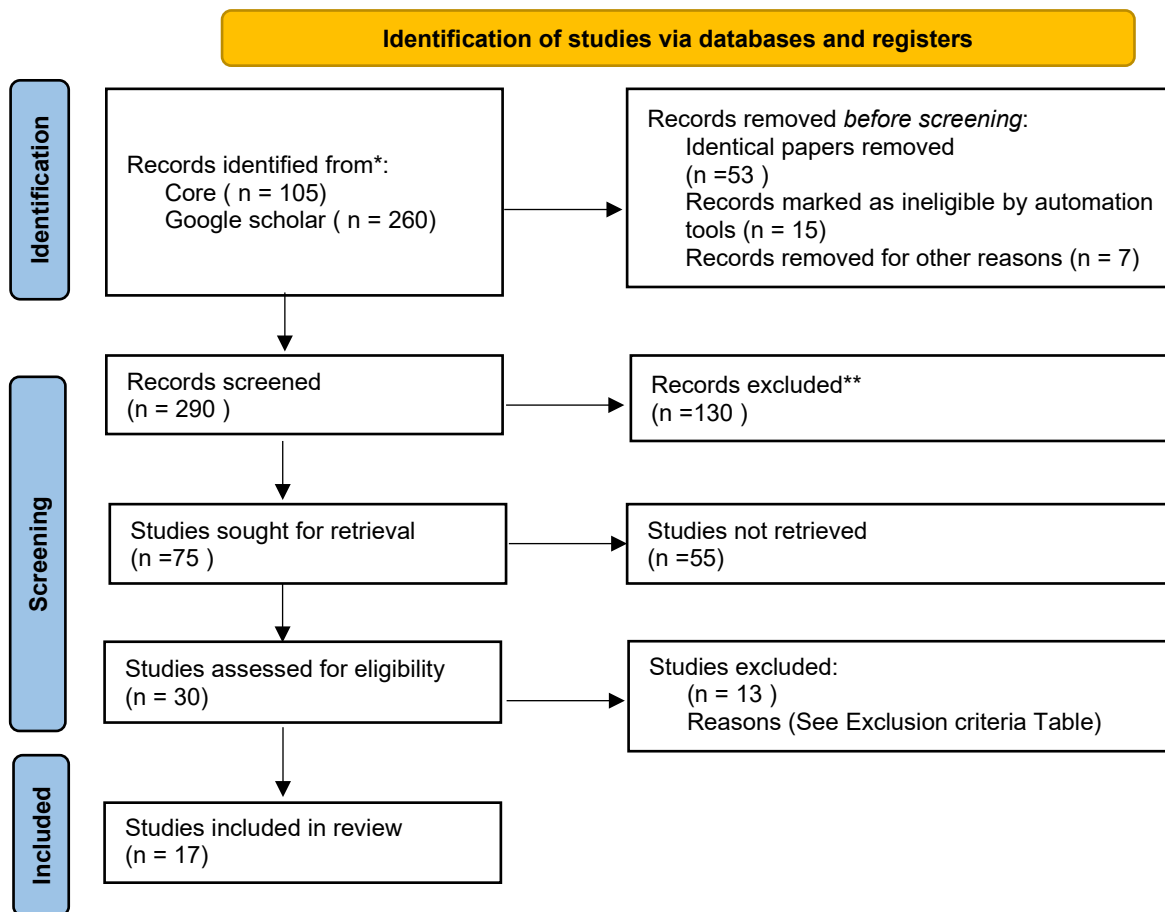


Figure 1 Search and Selection Process for Literature Review

### 3.7 Data Analysis

In this study, the initial 356 results obtained from the original search were examined. Following the evaluation of titles and abstracts and the application of inclusion/exclusion criteria, a total of 75 articles from Libya were identified for further consideration, reducing the number of articles for full-text reading to 30. The research conclusions and the outcomes of the Systematic Literature Review (SLR) are subsequently assessed in connection with the issues raised earlier. Notably, 17 articles addressing the acceptance of English as a Foreign Language (EFL) and e-learning were deemed significant.

## 4.0 RESULTS

### Q1/ What are the theories that have been used in past studies on e-learning acceptance?

The theories utilized in prior studies on the acceptance of e-learning provide valuable insights into the research landscape. Notably, the Technology Acceptance Model (TAM) and the Expectation Confirmation Model (ECM) have emerged as the most frequently employed theories to investigate the sustained use of e-learning (Davis, 1989). A recent systematic review has further confirmed the efficacy of TAM in educational technology acceptance, emphasizing its prevalence in this domain when compared to alternative theoretical models (Al-Qaysi, Mohamad-Nordin, & Al-Emran, 2020). Additionally, the integrated use of TAM, TRA (Theory of Reasoned Action), and the innovation diffusion theory has been explored, focusing on individuals' intentions to use technology and their perception of its utility and ease of use (Davis, 1989). Recent literature reviews underline the continued prominence of TAM in e-learning acceptance and adoption studies, alongside other models such as the IS success model, the Unified Theory of Acceptance and Use of Technology (UTAUT), and TRA (Al-Nuaimi & Al-Emran, 2021; Reddy, Chaudhary, Sharma, & Chand, 2021). It is worth noting that a significant number of studies conducted by Libyan authors have favored the use of the TAM model, as it directly associates perceived utility and ease of use with individuals' behavioral intentions to adopt e-learning systems (Zandi et al., 2023).

Within the context of TAM, it is important to recognize that any challenges English Language lecturers face in integrating online methods may impede the acceptance of e-learning. This includes considerations of convenience, usefulness, and their intentions to incorporate these methods into their pedagogical strategies (Abukhattala, 2016). The predominant variables employed in the studies listed in Table 2 include perceived usefulness, perceived ease of use, and behavioral intention (Aburagaga et al., 2020). Furthermore, some studies have expanded the TAM model to encompass additional factors like Social Influence (SI) and Perceived Enjoyment (PE), thus offering a more comprehensive understanding of the variables influencing the adoption of e-learning in Libyan higher education.

for teaching and learning (A. M. Elkaseh, Wong, & Fung, 2015).

Table 2 presents a collection of empirical studies that have employed the Acceptance Model, offering insights into the diverse objectives, research methods, variables, and participant groups involved in these investigations. These studies provide valuable contributions to understanding e-learning acceptance within the Libyan educational context and beyond.

**Table 3.** The Empirical Studies with TAM Model in Libyan Context

No.	Ref	Theoretical Model	Objective	Method	Variables	Participant
1	(Elnajar, Sahly, Farkash, & Faraj, 2019)	TAM	Cloud technologies to improve the quality of their education.	Questionnaire	Cloud technologies	Teachers and Students
2	(Aburagaga et al., 2020)	TAM	Leveraging their widespread accessibility and popularity among younger generations, social networks serve as a prominent platform for the delivery of online education.	Survey	Privacy, institutional support, perceived utility, perceived ease, and behavioral intention.	Lecturers
3	(Maher & Nuseir, 2021)	TAM	Examine the perspectives of Libyan educators on the integration of Canvas Learning Management System (LMS).	Interview	Ease of use and usefulness contribute to the instructors' intention and attitudes	Teachers
4	(A. M. Elkaseh et al., 2015)	TAM	Examine the factors influencing the acceptance of social media technologies by students and teachers for learning and teaching purposes.	Survey	Perceived Enjoyment and Social influence.	Lecturers and Students
5	(A. M. Elkaseh, Wong, & Fung, 2016)	TAM	Evaluate the perceived ease of use and perceived usefulness of social media for e-learning within the context of higher education in Libya.	Survey	Perceived usefulness, perceived ease of use, behavioral intention, and actual usage.	Lecturers and Students
6	(Alshref et al., 2021)	Technology acceptance theories	Explore the adoption, utilization, and implementation of e-learning systems and applications within higher education institutions in Libya.	Review paper	Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Hedonic Motivation (HM), Facilitating Conditions (FC), and Behavioral Intentions (BI), with the dependent variable being the Actual Usage (AU).	No
7	(Beleid et al., 2020)	TAM&IDT	Examine the factors influencing the inclination to utilize mobile communication systems in schools within the Libyan context.	Survey	Mobile Communication Systems, Relative Advantage, Compatibility, Complexity, Result Demonstrability, Perspective on Communication, and Internet Trust.	Parents & Teachers
8	(A. Elkaseh, Wong, & Fung, 2014)	TAM	Predominant methods of instruction and learning to affect the likelihood that eLearning will be adopted and used	Survey	Behavioral intention to use	Mixed
9	(Mohamad, Idrus, & Ibrahim, 2019)	TAM	Examine the utilization of ICT tools and their impact on societal change within Libyan universities.	Mixed	Disposition, perceived utility, perceived simplicity of use, social impact, behavioral intention, self-efficacy, and behavioral control.	Mixed
10	(ALNAMRI & BALQ, 2022)	Acceptance models	Identify the factors that affect lecturers' attitudes.	Survey	Teachers' knowledge, perception, attitude	Lecturers
11	(Zandi et al., 2023)	Acceptance models	Assess the readiness of staff for e-learning by examining the factors influencing e-learning readiness.	Survey	Cultural preparedness, content preparedness, and technological preparedness.	Teachers

No.	Ref	Theoretical Model	Objective	Method	Variables	Participant
12	(Maher & Nuseir, 2021)	Acceptance models	Explore the perspectives of Libyan educators concerning the integration of Canvas Learning Management System (LMS) within higher education institutions.	Survey	Ease of use and usefulness contribute to the instructors' intention and attitudes toward the use LMS.	Lecturers

## Q2/ What are the Challenges on EFL teachers' acceptance of e-learning?

The acceptance of e-learning among English as a Foreign Language (EFL) teachers in Libya is influenced by various challenges and factors, necessitating a critical analysis of the existing literature. One key challenge is the language barrier, as Arabic is the official language of Libya, while most online resources and references related to e-learning are predominantly in English. This language divide poses a significant hindrance, with about 23% of participants acknowledging its importance (Ghawail et al., 2021). It is worth noting that Libyan EFL professors generally exhibit a favorable attitude toward incorporating technology in teaching and learning, demonstrating eagerness and motivation to adopt technology (Aloreibi & Carey, 2017). However, they encounter obstacles, including institutional, pedagogical, and socio-political challenges (eabdalhamid faraj Adam & Yunus, 2021; Owen, Razali, Samad, & Noordin, 2019; Suwaed, 2023).

The preparedness of English language teachers to embrace technology in the classroom is another crucial aspect. Qualitative research by Abukhattala (2016) reveals that Libyan instructors may not be fully prepared to employ technology due to various challenges and factors, including the need for training courses. Furthermore, the transition to online teaching and learning, accelerated by the COVID-19 pandemic, presents learners and EFL educators with new challenges and requires adjustment. Additionally, age, gender, culture, and language significantly influence professors' utilization of ICT at Libyan universities (Mohamad (Mohamad et al., 2019). The literature also underscores the importance of social variables and motivational factors for educators and students when integrating technology for language learning. Teachers and students can leverage e-learning tools to establish interactive, technology-based learning environments, potentially overcoming some of the challenges of institutional and cultural factors (N. Salem & Mohammadzadeh, 2018).

In conclusion, adopting e-learning by EFL teachers in Libya is a complex process influenced by various challenges, including language barriers, institutional readiness, and socio-cultural factors. While Libyan EFL professors show a positive attitude towards technology adoption, addressing these challenges is essential to integrate e-learning into language education effectively. Table 3 provides a comprehensive overview of articles that address the challenges EFL teachers face in the context of e-learning, each shedding light on different aspects and dimensions of this multifaceted issue.

**Table4.** Challenges on English as a Foreign Language (EFL) teachers' acceptance of e-learning

No`	Ref	Objective	Method	Variables	Challenges	Participant
1	(N. Salem & Mohammadzadeh, 2018)	Examine the perspectives of Libyan English as a Foreign Language (EFL) educators regarding the adoption of Information and Communication Technology (ICT) in the domain of English Language Teaching.	Mixed method	Attributes (proposed by Rogers, 1995)	The obstacles pinpointed in this research, such as the insufficient access to ICT tools, act as a deterrent for educators, preventing them from cultivating the necessary knowledge and skills in information and communication technology (ICT). This resistance further leads to the exclusion of ICT from teaching methodologies, ultimately contributing to the development of students who lack proficiency in ICT and exhibit resistance to e-learning.	EFL Teachers
2	(Abukhattala, 2016)	The preparedness and willingness of English language teachers to incorporate technology.	Interview	understanding of technology, (b) Types of technology and (c) Cultural and traditional learning and teaching styles.	The primary impediment identified in this study is the resistance observed among teachers, often attributed to their reluctance to embrace change. Additionally, institutional shortcomings are evident, as they tend to hastily acquire the latest technological innovations without adequately considering the needs of both educators and students.	EFL Teachers

No`	Ref	Objective	Method	Variables	Challenges	Participant
3	(Mohamad et al., 2018)	Assessing the Academic Impact of Gender, Age, Language, and Culture on the Utilization of ICT by Lecturers in Libya.	Survey	Age, gender, language, and culture.	Focuses on age, gender, culture and language toward the use of ICT by lecturers in Libya University and whether they are barriers. The language was at the top of the barriers.	Teachers
4	(Aldbea, 2015; El Abbar, 2016)	Examine how the current English literacy practices of Libyan students could be improved through the implementation of the Internet and e-learning strategies. Investigate how the Internet can play a role in furthering the development of students' English learning.	Mixed method	Teacher Pedagogy and student motivation	The most important challenge was teacher pedagogy.	EFL Teachers and Students
5	(H. Salem, 2019)	Perceptions of the use of technology in classrooms to support teaching English as a foreign <i>language</i> .	Observation	Age, gender, language, and culture.	The core challenges by the notion of cultural appropriation, the public conservativeness, and the damage to academic facilities.	Teachers

## ■5.0 DISCUSSION AND RECOMMENDATION

The findings of the current study revealed that postgraduate students have moderate tendencies to feel they belong to the university or being the study begins with a comprehensive literature review that lays the foundation for a deeper understanding of e-learning in the Libyan context, particularly in the domain of English as a Foreign Language (EFL) teaching. The review encompasses a significant body of work involving a selection process that narrows the focus to 17 articles related to EFL teaching and e-learning. The selection process involves a systematic literature review (SLR). This rigorous research method ensures the inclusion of pertinent articles while excluding irrelevant ones. In this case, the primary studies selected provide valuable insights into the factors and acceptance of e-learning among EFL teachers in Libya.

The review reveals that various forms of e-learning, such as massive open online courses (MOOCs), web-based learning, cloud learning, and online education, have played a pivotal role in the continuous usage of e-learning. These diverse e-learning modalities indicate the multifaceted approach employed in the Libyan educational landscape to enhance and innovate the teaching and learning processes. One of the critical insights from the selected primary studies is the emphasis on the perspectives of EFL instructors. This viewpoint is vital as it reflects the experiences, challenges, and motivations of educators at the forefront of implementing e-learning in language education. These insights contribute significantly to understanding the complexities of e-learning acceptance and adoption among teachers.

Additionally, it is noted that historical research in this area has predominantly leaned on theoretical models like the Technology Acceptance Model (TAM). TAM has provided a foundational framework for understanding how teachers and learners perceive the utility and ease of use of e-learning technologies, thereby influencing their behavioural intentions. However, the selected studies point out that e-learning in the Libyan context involves additional variables beyond TAM. For instance, motivation, perceived utility, perceived ease of use, and behavioural intention have been recognised as influential factors (Aldbea, 2015; El Abbar, 2016; A. M. Elkaseh et al., 2015). This shift in perspective signifies the need for a more comprehensive understanding of e-learning acceptance, acknowledging the multifaceted nature of this phenomenon.

In conclusion, the comprehensive literature review provides a detailed overview of the research landscape surrounding e-learning in the Libyan context, specifically focusing on EFL teaching. It highlights the significance of various forms of e-learning, and it emphasises the importance of considering the perspectives of EFL instructors. The adaptation of existing theoretical models, such as TAM, to include additional factors further underscores the evolving nature of e-learning research, recognising the diverse variables that impact its acceptance and adoption. The primary studies selected through this process serve as valuable resources for gaining deeper insights into the factors affecting the acceptance of e-learning by EFL teachers.

The limitations of this study include its narrow geographic focus on Libya, a limited sample size, potential publication bias, a specific temporal scope, language bias, an overemphasis on EFL instructors, a lack of in-depth analysis, and the possibility of overlooking research gaps in the field. These limitations suggest the need for broader, more diverse samples, a consideration of both instructors and students, and more comprehensive approach to address the evolving nature of e-learning in different contexts.

## ■6.0 CONCLUSION

This research signifies a meticulous endeavor by scholars and academicians to delineate the multifaceted variables influencing the acceptance of e-learning. It provides a comprehensive review of recent studies, encompassing both general e-learning contexts and the specific realm of EFL education. The insights garnered from this analysis constitute a valuable resource for academics, especially in the relatively emerging domain of e-learning acceptance, facilitating their future investigations. Significantly, the study brings attention to a noteworthy lacuna in



examining alternative theoretical models such as TPB, TRA, and UTAUT, despite the extensive utilization of the Technology Acceptance Model (TAM) for technological acceptance analysis. Additionally, it primarily focuses on studies rooted in the TAM framework, thereby offering an extensive exploration of the Libyan context but concurrently opening avenues for more expansive research. This study assumes importance in the academic environment by laying the groundwork for potential inquiries into the UTAUT framework, bestowing valuable insights regarding the pivotal factors that warrant emphasis on the efficacious application of e-learning systems in diverse educational institutions. Consequently, these findings catalyze the cumulative expansion of knowledge, particularly within the Libyan context, and serve as a critical reference point for scholars venturing into the intricacies of e-learning acceptance.

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