

## The Impact of Using Technology in English Language Teaching and Learning among First-Semester Students at the Faculty of Information Technology in Al Khums

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أثر استخدام التكنولوجيا في تعليم وتعلم اللغة الإنجليزية لدى طلبة الفصل الدراسي الأول  
بكلية تقنية المعلومات في الخمس

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قسم اللغة الإنجليزية، كلية اللغات، جامعة المرقب، الخمس، ليبيا

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### Abstract

This current research study is concerned with investigating the effect of technology utilization during teaching-learning process in the English language among the first semester students in the Faculty of Information Technology, Alkhum. In this regard, this study aimed to explore the effect of technology in learning English, the difficulties encountered by the students, and the recommended solutions. This was achieved through the use of quantitative research methodology, where questionnaires were administered to randomly selected students. In total, 100 students responded to the questionnaires. Data obtained was analyzed descriptively using regression analysis and SPSS statistical software. From the analysis, it emerged that technology has great significance in terms of teaching and learning English language due to improved understanding, motivation, communication, and efficiency in learning. Challenges faced included internet connection issues, technological scarcity, and disparity in students' computer knowledge and skills.

**Keywords:** Technology, English Language Learning, English Language Teaching, Students' Perception, Higher Education.

**المخلص**

تهتم هذه الدراسة البحثية الحالية بدراسة أثر استخدام التكنولوجيا في عملية التعليم والتعلم في مادة اللغة الإنجليزية لدى طلبة الفصل الدراسي الأول بكلية تقنية المعلومات في الخمس. وتهدف الدراسة إلى استكشاف أثر التكنولوجيا في تعلم اللغة الإنجليزية، والصعوبات التي يواجهها الطلبة، والحلول المقترحة للتغلب على هذه الصعوبات. وقد تم تحقيق ذلك من خلال استخدام المنهج الكمي، حيث وُزعت استبانات على عينة عشوائية من الطلبة. وقد بلغ إجمالي عدد الطلبة الذين أجابوا عن الاستبانة 100 طالب. وتم تحليل البيانات التي جُمعت تحليلاً وصفيًا باستخدام تحليل الانحدار وبرنامج الحزم الإحصائية للعلوم الاجتماعية SPSS. وأظهرت نتائج التحليل أن للتكنولوجيا أهمية كبيرة في تعليم وتعلم اللغة الإنجليزية، وذلك من خلال تحسين الفهم، وزيادة الدافعية، وتعزيز التواصل، ورفع كفاءة التعلم. كما تمثلت أبرز التحديات التي واجهها الطلبة في ضعف الاتصال بالإنترنت، وقلة توفر الوسائل التكنولوجية، والتفاوت في معرفة الطلبة ومهاراتهم في استخدام الحاسوب.

**الكلمات المفتاحية:** التكنولوجيا، تعلم اللغة الإنجليزية، تعليم اللغة الإنجليزية، تصورات الطلبة، التعليم العالي.

**1. Introduction**

Using technology for learning purposes has emerged to be among the most crucial innovations that have taken place in the field of education and learning process. In recent times, there have been major innovations in the way technological tools like computers, mobile phones, language learning software, and even internet technology have revolutionized teaching and learning in English language courses (Mhlongo et al., 2023). These technologies give learners more access to information, interactive learning content, and better chances to develop language competencies. In English language learning, technologies enable the development of language competencies such as listening, speaking, reading, and writing through the use of audio-visual media, electronic communications, interactive exercises, and virtual learning. Due to their importance in promoting learners' academic success, there is an increasing trend of incorporating technology in English language learning institutions across the world (Wang & Kabilan, 2024).

Language learning, specifically English, plays a crucial role in the education of university students as the English language is the international language of communication, science, business, and technology. Students at the Faculty of Information Technology need proper English language skills to comprehend technical literature, software, communicate in professional settings, and use global databases (Wang et al., 2023). As technology and English language are strongly associated with each other, then students majoring in Information Technology should benefit a lot from technology-assisted language acquisition practices. The use of technology in language instruction can stimulate higher levels of motivation and involvement on the part of learners because they are accustomed to using technological means for communication. Moreover, technology can contribute to autonomous learning as students have the opportunity to access learning resources any time and anywhere (Guo et al., 2025).

Although the use of technology has increasingly been recognized as one of the significant factors contributing to success in teaching and learning in recent times, several issues have persisted concerning the application of technology to teaching and learning the English language. In some developing educational settings such as higher education institutes in Libya, there could be certain impediments to the application of technology within classrooms due to reasons like inadequate infrastructure, unstable internet connection, lack of digital

content, and even absence of technological training among teachers and learners (Barikzai et al., 2024). Besides, some students may also find themselves incapable of utilizing technology for educational purposes owing to lack of technological proficiency or inadequate access to technological gadgets. Moreover, even though the application of technology creates interactive learning experiences, an over-reliance on technology may hamper communication within classrooms.

The second problem that should be considered is that some courses of English language studies use very traditional approaches to teaching, where learners have a few chances to engage with the original content of English and improve their communicative skills using innovative digital technologies. This approach could decrease the motivational background of learners and diminish the effectiveness of the learning process as well. The main challenge that first-semester students could come across is the adaptation problem related to the new teaching approaches, academic expectations, and technology-based learning environment. It is critical to understand the impact of technology on English language learning to see both advantages and disadvantages of technology-based environments (Zhang et al., 2025).

A number of studies that have been done previously about technology in relation to English language learning point out its positive influences, such as engaging learners, improving communication abilities and increasing access to learning materials (Hasumi & Chiu, 2024; Shadieff & Wang, 2022). Furthermore, it was found out that technology could promote collaborative learning and make learners more autonomous. Yet, many studies conducted earlier had been based either on general educational settings or secondary schools, whereas a number of researches focusing specifically on first-semester students of faculties of Information Technology were not sufficiently numerous, and particularly those dealing with the situation in Libya. Moreover, there have been only very few investigations on difficulties that are encountered by learners when they attempt to apply technology to English language learning classes in higher education institutes in Alkhum (Stockwell & Wang, 2023).

What makes this study different is the fact that this particular investigation concentrates on the first-term students enrolled at the Faculty of Information Technology in Alkhum. In comparison to the previous studies that concentrated on general university environments, this one will specifically look at the students involved directly with the technological field and therefore more likely to use technological advancements in their life. This study integrates several elements within the single investigation process – not only will the researcher evaluate how the technologies influence the English language learning but he/she will also provide recommendations regarding challenges faced by students.

Consequently, this research study endeavors to investigate the influence of the use of technology in teaching and learning the English language amongst first-semester students at the Faculty of Information Technology in Alkhum. Moreover, this study seeks to examine the problems facing the use of technology in teaching and learning the English language and come up with useful recommendations that could assist in making the use of technology more effective in the teaching-learning process. The expected outcome of this study will assist educators, students, and institutions of learning in understanding how technology can best be utilized in the teaching and learning of the English language.

## 2. Theoretical Basis Technology in Education

Technological integration in education involves the application of digital devices, electronic gadgets, software packages, internet facilities, and media technologies for

facilitating the teaching-learning process. Modern education cannot be complete without technological integration in the classroom as this makes the work of teachers easier and allows students to access their learning materials easily (Alieto et al., 2024). Technology refers to computers, cell phones, websites for e-learning, projectors, apps, virtual classrooms, and digital communication devices. By using technology in learning the English language, it will be easy for the students to develop their skills in listening, speaking, reading, and writing by means of interactive learning methods. The reason being that learners will be able to watch video clips, participate in discussion boards, use apps for learning English, and read practical content through different online sites. Technology motivates learners and promotes active engagement by providing more exciting learning environment conditions. However, effective application of technology is dependent on some other variables like access to the internet, digital skills, training of teachers and support from educational institutions among others. It is for that reason that educational institutions have to create a conducive learning environment for students in terms of technological support. Educational technology is today viewed as one of the major approaches to enhancing teaching and learning in institutions of higher learning (Timotheou et al., 2023).

### **Constructivist Learning Theory**

The constructivist theory of learning holds that instead of acquiring knowledge from teachers, students actively participate in the construction of knowledge. Learning, according to the constructivist theory, is the construction of meaning by linking new information with the knowledge that has already been acquired. Every learner will have a slightly different idea about the same thing because they process information in the light of their previously acquired knowledge. Therefore, learning is a personal and ever-changing process (Wang et al., 2025). According to constructivist theory, if the students are exposed to meaningful experiences, engage in communication using language, and participate in interactive tasks, they can learn vocabulary effectively. The learners who participate actively in their own learning processes understand, internalize, and use newly acquired vocabulary words (Çibukçiu, 2025).

### **Communicative Language Teaching (CLT) Approach**

Communicative Language Teaching (CLT) refers to a language teaching method where communication and interaction form the main objectives of language learning. In the context of CLT method, language use in real situations apart from the study of grammatical rules and vocabulary is quite stressed upon. In the framework of this method, there should be an active participation of learners in debates, discussions, games, teamwork, and problem solving (Zhou & Li, 2025). There is a need for a facilitation on the part of the teacher so that the learners learn communication skills. CLT is supported by the use of technology since technology provides platforms for communication and interaction in actual situations. Students can utilize technologies in the form of online platforms, video conference applications, social media platforms, language learning software, and online classes to interact with fellow students and teachers through English communication. In addition, the use of CLT promotes cooperative learning wherein students engage each other through idea sharing and solving of language exercises. Since first semester students of the Faculty of Information Technology can enjoy a relaxed atmosphere of learning languages, technology offers them an interactive learning environment. Therefore, the Communicative Language Teaching theory explains how technology can help enhance languages (Han et al., 2024).

### The Relationship Between Technology and English Language Learning

There is an intimate connection between learning technologies and the English language since technology provides easy access to learning materials, communications, and interactions. Modern education makes it possible for technology to change traditional ways of teaching languages into flexible and learner-centered ways of learning English. The digital technologies available include language apps, online dictionaries, educational videos, language learning software, and online sources which make it easy for individuals to learn the language (Moorhouse & Yan, 2023). Technology enables learners to gain knowledge using a variety of methods such as listening, speaking, reading, and writing. Learners can view English video clips, communicate with others through forums, complete online exercises, and engage in conversations with other people online in English. The use of technology in learning makes learning easy by allowing learners to access learning material at any time of their own. Additionally, multimedia technology assists learners to grasp the concepts well. But the relationship between technology and the English language involves several issues such as literacy in technology, access to the Internet, and adequate instruction in learning. In the absence of adequate support, students can face some problems while utilizing technology for learning purposes. Nevertheless, numerous researches have found that technology has had a positive impact on students' involvement in the learning process, effective communication, and overall results in learning English language. Consequently, the use of technology for teaching English has become a critical aspect for contemporary education (Wei, 2022).

Then the hypothesis is formulated as follows:

H1: There is an impact of using technology on English language teaching and learning

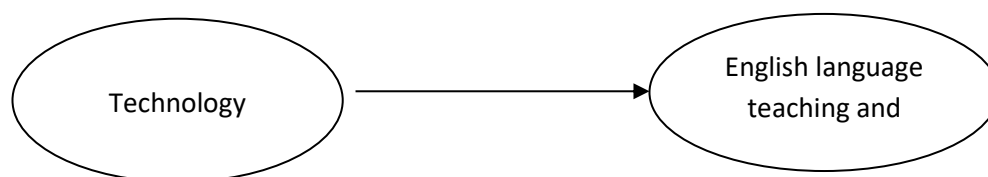


Figure 1. Research Framework

### 3. METHODS

#### Research Design

In this study, the design of quantitative research will be applied in order to examine the effect of application of technology in teaching and learning of English language among first semester students in the faculty of Information Technology in Alkhum. The use of quantitative research in this case is justified since it helps the researcher collect numeric data as well as analyzing responses provided by students.

#### Research Population and Sample

**Population:** The population of this study includes all the first-semester students of the Faculty of Information Technology in Alkhum. **Sampling Technique Used to Draw Sample Population:** Simple random sampling was used in this study to choose those respondents who have an equal chance to become part of this research project. **Sample of Study:** The respondents of this research study are the students who are currently studying English language course during their academic semester. **Size of Sample Population:** The sample population size of this research project is 100 first-semester students from the Faculty of Information Technology in Alkhum. **Method Used to Obtain This Sample Population:** The selected sample population has

been drawn from the overall population of respondents through the process of simple random sampling. The above selected sample population is deemed appropriate to be chosen for this study due to its accessibility and suitability for quantitative analysis through descriptive statistics.

### Research Instrument

The primary research tool that will be employed in this study is a structured questionnaire. In this study, the structured questionnaire will be formulated specifically with the intention of gathering information regarding the experience, perception, and problems of the students in relation to the use of technology in English language teaching and learning. This particular research instrument contains several questions that are closed-ended using a Likert scale rating from strongly agree to strongly disagree.

**Table 1.** Conceptual Definition And Operationalization Of Variables

Variable	Conceptual Definition	Operationalization Definition	Scale	Source
Technology	The use of technology in education involves the application of computers, electronic gadgets, software, Internet facilities, and multimedia techniques to aid in the process of education.	<ol style="list-style-type: none"> <li>1. Technology meets all my needs for learning English.</li> <li>2. I find technology very useful for developing my English skills.</li> <li>3. Using technology fits well with my English learning practices.</li> </ol>	Likert 1-5	Wang & Guo (2026)
English language teaching and learning	English language education involves the learning of the four components of listening, speaking, reading, and writing skills within the framework of English language.	<ol style="list-style-type: none"> <li>1. Technology has helped improve my English learning.</li> <li>2. Technology has enhanced my understanding of English learning.</li> <li>3. Technology makes learning English easier for me.</li> <li>4. Technology has a positive impact on my overall English learning efficiency.</li> </ol>	Likert 1-5	Wang & Guo (2026)

### Data Collection and Analysis

Data collection involved the distribution of questionnaires among the first semester students at the Faculty of Information Technology at Alkhum. Before collecting the data from the sample, the investigator made sure that each respondent was aware of the aim of the study through explanation. Students were given enough time to fill out the questionnaire and their answers were recorded for the purpose of analysis. Data collection was done voluntarily and without disclosing respondents' identities at all stages of data analysis. Analysis of the data

collected involved use of descriptive statistics. Frequency, percentage, mean, and standard deviation were the measures used by the researcher to analyze the answers to the questionnaire. Statistical Package for Social Sciences was used in order to determine the effect of technology on English language acquisition.

#### 4. Results And Discussion

##### Respondent Profile

The characteristics of respondents in this study include gender and age which can be seen in the following table:

**Table 2.** Respondent Profile

Respondent Profile		Frequency	Percent
Gender	Female	50	50,0
	Male	50	50,0
	Total	100	100,0
Age	< 19 years old	12	12,0
	>23 years old	27	27,0
	19-20 years old	30	30,0
	21-22 years old	31	31,0
	Total	100	100,0

From Table 2, one can deduce that there were 100 first-year students from Alkhum's Faculty of Information Technology involved in this study. The gender characteristics of the respondents are also significant, where it can be concluded that 50.0% (N=50) of the participants were females while another 50.0% (N=50) were males. Importantly, the gender composition of the participants was an essential component for getting objective results concerning their understanding of technology and its application in learning English.

Age characteristics of the respondents are also interesting since it can be stated that the highest number of people was aged between 21 and 22 years (N=31). Also, thirty responders (30.0%) were within the 19 to 20 year bracket. Moreover, twelve responders (12.0%) were below 19 years of age, while twenty-seven responders (27.0%) were above 23 years of age. In other words, all of the participants were rather young people, who knew how to operate with computers.

##### Descriptive Statistics

Descriptive statistics in the study can be seen in the following table:

**Table 3.** Descriptive Statistics

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
T1	100	2.00	5.00	3.6300	.77401
T2	100	1.00	5.00	3.7200	.87709
T3	100	2.00	5.00	3.5200	.95853
ELTL1	100	2.00	5.00	3.5700	.86754
ELTL2	100	2.00	5.00	3.6200	.88512
ELTL3	100	1.00	5.00	3.6200	.81377
ELTL4	100	1.00	5.00	3.5100	.96917

As shown in Table 3 below, the descriptive statistics indicate the views of the respondents on the impact of technology on the teaching and learning process of English language. According to the results, the means of the variables were above 3.50, hence demonstrating that there existed a good correlation between technology and the improvement of English language proficiency among the participants. In the case of technology variable, the mean for T1 was 3.63 and standard deviation was 0.774, hence demonstrating that the respondents felt good about technology fulfilling their expectations in terms of learning English. Also, the mean of T2 was 3.72 while standard deviation was 0.877, implying that students felt like technology can improve their English proficiency. The mean score for T3 was 3.52 with a standard deviation of 0.959.

Regarding the use of the factor on English language teaching and learning, the results of the descriptive analysis have indicated that ELTL1 has a mean of 3.57 while its standard deviation has a value of 0.868, indicating the fact that technology is used to improve learning in English. The other factors are ELTL2 and ELTL3 which have a mean of 3.62, indicating that the respondents believe that technology makes the learning process in English easier. The fourth factor has a mean of 3.51, with a standard deviation value of 0.969. In conclusion, the descriptive analysis has shown that the perceptions regarding English language teaching and learning are positive towards technology.

#### Validity and Reliability Test Results

The following is a table showing the results of the validity and reliability tests in this study:

**Table 4. Variable Validity Test**

Variable	Indicator	r count	r table	Information
Technology	T1	0,532	0.1638	Valid
	T2	0,720	0.1638	Valid
	T3	0,605	0.1638	Valid
English teaching language and learning	ELTL1	0,705	0.1638	Valid
	ELTL2	0,739	0.1638	Valid
	ELTL3	0,728	0.1638	Valid
	ELTL4	0,770	0.1638	Valid

From Table 4, it is evident that the validity test results have indicated that all questionnaire indicators utilized in this study are valid. This is illustrated by the r count for all indicators which is greater than the r table value of 0.1638. Taking into consideration the Technology variable, the indicator T1 had an r count of 0.532, T2 r count of 0.720, while T3 r count is 0.605. As all these counts are above the r table value, then, it means that all the indicators for the Technology variable are valid. Similarly, all the indicators for the English Teaching Language and Learning variable were valid in their tests. The indicator ELTL1 had an r count of 0.705, ELTL2 r count was 0.739, ELTL3 had r count of 0.728 while ELTL4 has an r count of 0.770. All these results have proven that the questions are valid and can measure the research variable successfully.

**Table 5.** Reliability Test Results

Variables	Cronbach's Alpha	Information
Technology	0.776	Reliable
English teaching language and learning	0.876	Reliable

According to the findings of the reliability test shown in Table 5, it is evident that all the variables used in the study have been proven reliable. The technology variable has a Cronbach's Alpha value of 0.776 while that of English Teaching Language and Learning variable is 0.876. Both these alpha values exceed the minimum standard of reliability of 0.70. This is evident in the reliability test findings where the variables have achieved stability and consistency. The respondents were consistent in answering the items of the questionnaire. Therefore, the questionnaire utilized in this research can be said to be reliable.

### Classical Assumption Test Results

**Table 6.** Multicollinearity Test Results

Collinearity Statistics	
Tolerance	VIF
1.000	1.000

From Table 6, the results of the multicollinearity test reveal that the tolerance value is 1.000 and the value of the Variance Inflation Factor (VIF) is also 1.000. Therefore, there is no presence of multicollinearity in the regression equation for this particular study. As for the condition that ensures that there is no multicollinearity in a regression model, these are as follows: Tolerance value should exceed 0.10 while the VIF value should be less than 10. The results obtained meet the required criteria, hence no multicollinearity exists in the model.

**Table 7.** Heteroscedasticity Test Results

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.198	.582		2.057	.042
	Technology	-.006	.053	-.011	-.106	.915

a. Dependent Variable: absres

As indicated by Table 7, the significance value for Technology is 0.915, which exceeds the threshold value of 0.05. In light of the information presented above, it can be stated that there is no presence of heteroscedasticity within the regression model. Lack of heteroscedasticity means that there is consistency of variation among the residual values of all data. Based on this, it is clear that the regression model fits the conditions of classical regression and is a good model for hypothesis testing and regression analysis.

### Hypothesis Testing

**Table 8.** Results of the Determination Coefficient (R<sup>2</sup>)

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.847 <sup>a</sup>	.717	.714	1.61664	1.890
a. Predictors: (Constant), Technology					
b. Dependent Variable: English language teaching and learning					

As seen from the analysis on the coefficient of determination (R<sup>2</sup>) in Table 8, the value for R Square is 0.717. This means that the technology factor can explain 71.7% of the variation in English language teaching/learning. It means that technology plays an important role in affecting English language teaching and learning among first-semester students at the Faculty of Information Technology in Alkhum. For the rest, the other 28.3% is explained by other factors apart from those tested in this study. Moreover, the regression model proves to be an effective predictor in the regression analysis owing to the Adjusted R Square value of 0.714. Also, it is worth mentioning that the Durbin-Watson value of 1.890 indicates no presence of autocorrelation in the current regression analysis.

**Table 9.** Results of the F-Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	649.636	1	649.636	248.568	.000 <sup>b</sup>
	Residual	256.124	98	2.614		
	Total	905.760	99			
a. Dependent Variable: English language teaching and learning						
b. Predictors: (Constant), Technology						

From Table 9 above, from the findings of F-test, the F value is 248.568 with the significance value being 0.000. The regression model will be statistically significant since the significance value is less than 0.05. It means that the technology variable simultaneously influences English language teaching and learning. From these findings, the use of regression in this study was justified since it was capable of determining the effects of technology on the learning of English languages. It thus follows that technology influences English language teaching and learning in first semester students at the Faculty of Information Technology in Alkhum.

**Table 10.** Results of the T-test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.531	.827		1.851	.067
	Technology	1.177	.075	.847	15.766	.000

Dependent Variable: English\_language\_teaching\_and\_learning

According to Table 10, the T-test results indicate that the Technology variable shows a significance value of 0.000, which is less than the significance level of 0.05. Also, the

regression coefficient value is positive, that is 1.177, thus a positive association between technology and English language teaching and learning exists. In terms of the t-value, it has been obtained to be 15.766, thus implying a very strong effect that technology has on English language teaching and learning. Thus, increased use of technology will enhance the English language learning process for the students. Hence, the research hypothesis suggesting an impact of technology use on English language teaching and learning has been accepted. From the above analysis, it has been found that technology has a great effect on English language education, helping the students understand the subject effectively, making the process of learning more efficient and increasing the learners' motivation levels..

## **Discussion**

### **The Impact of Technology on English Language Teaching and Learning**

The results of this research prove that technology is beneficial in teaching and learning English language among first-semester students at the Faculty of Information Technology in Alkhum. According to the descriptive statistics, the majority of the respondents perceived that technology plays an important role in enhancing their English language learning process since it improves understanding and makes it easy and efficient (Shao et al., 2025). The hypothesis test also supports this finding because the Technology variable had a significant positive effect on the English language teaching and learning process with a significance level of 0.000. The findings from the coefficient of determination further proved that technology affects 71.7% of English language teaching and learning processes. The results of this study conform to the principles of the constructivist learning theory and the Communicative Language Teaching approach since they encourage active learning and communication using interactive methods. The use of technology will enable us to apply multimedia learning materials and communication techniques. This will ensure higher levels of involvement and motivation among the learners. Therefore, technology can be applied as an effective means of teaching and learning English (Cabalbag, 2025).

### **Challenges in the Use of Technology for English Language Learning**

While technology has numerous benefits in the process of learning English, there are certain challenges encountered by students during the study. Some learners were faced with challenges of poor internet connection, lack of technological gadgets, and technical issues while engaging in learning using internet and technology-based activities. Moreover, not all students have an equal level of digital literacy, which may affect their utilization of educational technology (Rintaningrum, 2023). Such challenges can undermine the effective use of technology integration in English classes and create learning barriers among the learners. The findings conform with prior researches that highlighted technology integration effectiveness based on availability of infrastructure and technological support as well as technical competence of users. Additionally, using technological assistance without having sufficient training can affect the relationship between teachers and learners, and hence can negatively impact the learning process. Consequently, it is important that institutions ensure that both instructors and students are appropriately trained for their own good, apart from providing them with facilities. Overcoming these barriers is key to the successful integration of technology in English education (Mhlanga, 2024).

### Recommendations for Improving Technology Integration in English Language Learning

Given the outcomes obtained from this research, some suggestions about how to make a better use of technologies in teaching English can be suggested. First of all, it is necessary to provide reliable access to the Internet as well as modern technologies and equipment that will facilitate the process of learning English as a second language. Secondly, universities should hold seminars on how to enhance students' computer skills and their ability to learn new things by means of modern technologies (Mena-Guacas et al., 2025). In addition to this, there is a need to urge teachers to adopt techniques that combine technology-based and conventional methods of learning. This will ensure that learners become more active and motivated. Finally, students must be encouraged to utilize various technologies on their own initiative to learn English independently of their class time. Future researchers are advised to investigate other factors affecting technologically-based learning of foreign languages, for example, students' motivation and preferred learning styles (Chiu, 2022).

### 5. Conclusion

The current research established that technology plays an important role in enhancing learning and teaching of the English language among the first-semester students enrolled in the Faculty of Information Technology in Alkhum. As found in the study, technology facilitates better comprehension, learning effectiveness, motivation, and general English learning experience among students. Moreover, from the conducted statistical study, it has been noted that technology has a great impact on English language acquisition and instruction. However, there were certain difficulties met during the study, namely inadequate internet access, technical issues, as well as differences in the digital literacy level among the students. Such aspects can restrict the actual role of technology in the education process. Considering the obtained results, it is vital for educational institutions to provide appropriate technological resources, internet access for students, as well as digital learning resources. It is also essential for both teachers and students to attend trainings aimed at effective utilization of technology. Future research may consider other influencing aspects of technology-supported language learning.

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**Compliance with ethical standards***Disclosure of conflict of interest*

The authors declare that they have no conflict of interest.

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