



Advantages of Using Technology in Learning English

فوائد استخدام التكنولوجيا في التعلم بالنسبة لطلبة جامعة الزنتان

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ABSTRACT

Technology tools became an essential part now a days in teaching process and can no longer be ignored, because of it benefits that enable the learners to be access for information anywhere and every time which make learners more fixable and effective. In addition, technology tools help learners save time and efforts while learning English by its different applications and resources. This study aims to search the advantages of technologies tools in learning, especially in improving learning English skills and sub-skills. To achieve the objectives of study the research sheds lights on how the usage of technology tools contribute to improve students level in learning English language. The questionnaire is designed on forty students who are from different collages of Al-zintan university. The students were given twenty four questions as questionnaire which were sub-branches from the main questions of the research, and an open question which was conducted by semi-structure interview to come up with valid and reliable results. The results show that the use of technology in education provides significant advantages for students in improving learning outcomes and supporting the teaching process.

الملخص .

اصبحت ادوات التكنولوجيا في الوقت الحاضر جزءا اساسيا من العملية التعليمية، ولم يعد بالإمكان تجاهلها لما توفره من فوائد تمكن المتعلمين من الوصول الى المعلومات في أي وقت ومن أي مكان ، مما يجعل عملية التعلم أكثر مرونة وفعالية. بالإضافة الى ذلك، تساعد ادوات التكنولوجيا المتعلمين علي توفير الوقت والجهد اثناء تعلم اللغة الانجليزية من خلال تطبيقاتها ومواردها المتنوعة.

تهدف هذه الدراسة الي البحث في مزايا استخدام ادوات التكنولوجيا في التعلم، ولا سيما في تحسين مهارات اللغة الانجليزية الاساسية والفرعية المرتبطة بها. ولتحقيق اهداف الدراسة، يسلط البحث الضوء على كيفية اسهام استخدام ادوات التكنولوجيا في تحسين مستوى الطلاب في تعلم اللغة الانجليزية. وقد صمم الاستبيان ليشمل اربعين طالبا من كليات مختلفة بجامعة الزنتان، حيث طرحت عليهم اربع وعشرين فقرة من الاستبيان، تفرعت من الاسئلة الرئيسية للدراسة، بالإضافة الى سؤال مفتوح اجري خلال مقابلة لهدف التوصل الى نتائج تتسم بالصدق والثبات.

وأظهرت نتائج الدراسة أن استخدام التكنولوجيا في التعليم يوفر مزايا كبيرة للطلاب، من خلال تحسين مخرجات التعلم ودعم العملية التعليمية.



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-Introduction

Since English language is one of the main subjects in Libya that teach in primary, preparatory and secondary schools, we find that major of English language students in universities face many challenges to interact with English especially the ones who do not use technology in learning. Solikhah showed that "In today's globalized world, technology has a major impact on all aspects of life. It plays a vital role in human development, and it helps to facilitate social and linguistic change"(P 83) [1].

Although the tools of technology is valuable nowadays for every one and everywhere but it seems most of the teachers in Libyan schools do not care about it. Al Hammad & Al Sarraf pointed out that no doubt that technology changed many of challenges in our life to make many things easier to get so, nowadays it plays a vital role in different fields in our life, it also contributed in developing learning English as a second language to make it easier to learn since it considered to be difficult for many non-native speakers [2]. Davis argued that technology has changed societies all over the world from many aspects including how languages are taught, in particularly the usage of internet makes people can learn, share, and collaborate in ways that were not valuable in the past[3].

Perhaps there are many advantages for the learners in using technology as a tool of teaching English language for Libyan students. Trasierra asserted that students who are accessed to technology more always get progress in learning than the others who do not use technology too much, because using enable the students to be valuable for information everywhere and any time, which make flexibility for the learners to study, search and get the information quickly and easily[4]. Ybarra and Hewer also see that students look forward the ways that make them to obtain English effectively and easily, in this way they find technology as the best tool for learning the language [5].

-Statement of the problem

As well known that technologies like internet, computer and data show, are valuable everywhere in Libya, but Libyan students ignore the advantages of using technologies in learning English, we can observe students in universities cannot communicate in English, although they studied the subject from the first grade by following the old ways in learning like books, sheets, and white boards, so the question needs to be searched.

-Research questions



1-Do Libyan students in university use technology as modern language in learning English?

2-Do Libyan students aware of the advantages for technology in learning?

3-To what extent do Libyan university students use technology learning English?

-Objectives of the study

1-To examine if university students use technology in learning English or they still depend on the old methods.

2-To clarify the benefits for using other ways like internet in learning English.

3-To identify when and how to use technology in learning.

-Literature review

Allah inspired human to invent some means to utilize in many benefit sides, these inventions should be seized to improve our life. Technology of teaching like computes, internet, smart board, data show, mobile phones is one of the inventions that invented by human in order to improve and facilitate learning language process, so we can say that nowadays most of these tools are valuable for many university students who face challenges in acquiring English language and can use to overcoming obstacles in English language learning.

Sari & Abrar pointed out that the integration of technology in English teaching has marked a significant factor in the advancement of learning process. Technology tools such as social media, mobile applications, and other technologies have made language learning in ways unexpected before. These technologies allow students to be accessed more for interact and learn experiences that transcend the limitations of the traditional classroom[6].

Al Hammad and Al-Sharraf shows that the usage of technology in learning and teaching is main factor that has direct impact for education process in general, for instance some students who suffering from far of the way to get the classes nowadays with advanced technology they can be accessed through Web sites that links the world. The technology also facilitated teaching for teachers, the old tools like whiteboard, writing, drawing, that consume time and efforts changed by helping technology like ibads, computers, data show and smart boards[2].

Chen and Yang asserted that technology provide many opportunities for the learners to develop their language from various skills, by the traditional language instruction the learner is restricted to certain vocabulary but using Web sites make the students get vary experience without difficulty[7].

Vasquez-Alvarez & Rodas found that “the use of technological tools facilitates the learning of the English language because they can be used for the improvement of each and every language skill, strengthening the





cognitive capacity of the students, as well as generating interest on the part of the students since it allows them to learn a new language through tools that they can handle confidently" [8].

-Definitions of Technology

Researchers introduced technology by different definitions:

According to İŞMAN technology is a practical usage for different technologies in order to achieve specific task or skill in learning. Technology does not restrict on machines (computer hardware) and instruments, but also includes how to contact with other learners who are from different areas [9].

Solikhah defined that any technique, knowledge or method that applied to achieve any language skill is considered to be a learning task. The usage of technology inside the classrooms enhance the students to obtain the language in facilities way. "Technology provides numerous learning opportunities, equipping teachers with abundant resources and materials for their lessons. Furthermore, cutter highlights the enhanced engagement that arises from the integration of technology" (P 84) [1].

Al Hammad & Al Sarraf defined technology as study that manage by technological resources which make learning process more flexible [2]. Lazar defined technology as a tool that helps learners and teachers to achieve education tasks perfectly, by using many human and nonhuman resources effectively [10].

-Tools for educational technology

Abunowara said when we think about technology we picture in our minds computer, data show website, smart boards, satellite, internet and e-mail. Every state uses technology in different ways either in life, education, or for other services. Therefore, we can see that according to the advancement of the country the way of technology usage differ, some of countries still use the oldest technologies others use the modern ones. Some instructors have access to high technology such as computers, while others have access only to traditional methods of teaching [11].

Sari & Abrar pointed out that types of technology that can be used in language learning and teaching are vary and constantly develop day by day. Multimedia tools, such as smart whiteboards, video, and educational games, provide multimodal input and engage learners through various channels. Online platforms, like learning management systems (LMS) and massive open online courses (MOOCs), also play an important role in facilitating learning. Mobile applications provide many skills like, speaking, listening, vocabulary, grammar exercises, and other benefits language lessons for learning[6].

Schwartz, J. E. Beichner, R. J. showed that there are many technologies that that can be used in the classrooms:

-E-mails: students can use their e-mails to communicate with each other outside the classrooms, moreover they can contact with other students who are from other areas in order to discuss the items regarding studying.



-Popular educational sites: these popular sites have many valuable educational videos which can support the students to revise the lessons that are taken more by recording or downloading the lessons.

-Social media: students can use social media for sending and receiving beneficial articles regarding studying.

Projector and computer: projector and computer can play an important role in teaching fields by connecting them, in this way it displays data, videos, images, or they can show some illustrations for lessons or researches [12].

-Advantages and disadvantages for using technology:

Salano et al declared that “nowadays, the use of technology in the classroom becomes a necessity in learning a foreign language because of the benefits that both teachers and students can obtain during the teaching and learning process. For that reason, teachers of English as a foreign language need to improve their way of teaching in order to catch students’ attention” [13]. Barani, Mazandarani, and Rezaie pointed out that by using modern technology teachers can make their students valuable for exposing to multiple input sources and can enhance their language learning instead of depending on traditional techniques [14].

Sari & Abrar say that “despite the challenges, the integration of technology in language learning offers numerous benefits that can significantly enhance the learning experience and outcomes. One of the most notable advantages is the potential to increase student motivation and engagement. Interactive multimedia resources, gamified language applications, and immersive virtual environments can make language learning more enjoyable, captivating, and relevant to students’ digital native lifestyles” [6].

Padmanabhan showed that by using the countless technologies in teaching and learning process the class can be improved more than to depend on old restricted ways, here learners can use varieties of applications or depend on online platforms to improve their learning, on the other hand shift away from conventional methods. By utilizing technologies instructors can save time in designing lesson plans, conduct tests, and submitting marks, moreover, technologies make real learning environments in schools which enhances cooperation and knowledge sharing between teachers and students [15].

On the other hand, Abunowara mentioned that there are many disadvantages for using technology in classrooms, one of them it takes a lot of time and efforts, teachers spend too much time and efforts for preparing software programs in order to present the effective language classes. Spending time depends on the teacher, some of them face difficulty in using new multimedia technology. Other disadvantage for using new technologies such as hardware, software, smart boards, data show, and a networked computer in the language classroom needs spending too much money for conducting well classroom learning [11]. Amit also showed that “Connection problems, downloading issues, policing software and other difficulties can cause road blocks



when implementing a lesson in the technology based classroom, teachers sometimes shy away from using it simply because of lack of time"[16].

-Methodology

The Participants of the Study

The sample of the study were forty students from faculty of educations, Al-zintan university. The participants who were chosen randomly from different academic semesters are non-native speakers, but since the students are English language students, so we can say that they are with a high experience in English language. The purpose of selecting this sample was to ensure the varieties of perspective and to investigate the use of technology as a modern tool for learning.

-Data Collection procedures

The objectives of the study is to search the advantages for using technologies in learning and teaching English Language, so in this way the researcher conducted questionnaire which consists of twenty four items and semi-structure interview which is an open question, it was designed on forty university students from different regions within the catchment area of Al-zintan university to come up with valid results.

-Instrument of the Study

The researcher designed three research questions as component questions to be developed more in the questionnaire and open ended questions as semi-structured interview to come up with more valid and reliable information they are:

- 1-Do Libyan students in university use technology as modern language in learning English?
- 2-Do Libyan students aware the advantages for technology in learning?
- 3-To what extent do Libyan university students use technology?

-Data Collection and Analysis:

A-Questionnaire:



Table 1 – Do Libyan students in university use technology as modern language in learning English?

Q.N	Questionnaire Items	Yes	NO	Total of Positive Answers
1	Do you prefer using technology in learning English?	36	4	90%
2	Is technology an important tool in learning English at university?	35	5	87.5%
3	Do you use mobile app for improving your English?	32	8	80%
4	Have you ever used translation app while studying English?	39	1	97.5%
5	Does technology help you improve your English four skills?	31	9	77.5%
6	Do you think that the usage of technology make the students more motivated?	28	12	70%
7	Is learning English through technology more effective than the traditional ways?	30	10	75%
8	Does technology make your learning easier?	37	3	92.5%

Note: positive answers means the answers that may serve the learning processes by using technology.

As noticed in in table 1:

The answers refers that Libyan students in university use technology as modern language in learning English since 83.75% of participants' answers confirmed that; also there are some points that have to be regarded in learning process like:

1-In question '3' the results showed that duration of the class time is not enough for the student

2-In question '5' the participants showed that first day classes are better for the learners than the others.

-Data Collection and Analysis:

A-Questionnaire:



Table 2 -Do Libyan university students aware of the advantages for technology in learning

Q.N	Questionnaire Items	Yes	No	Total of positive answers
1	Are you aware of the importance of using technology in learning English?	40	0	100%
2	Do you use technology because of its benefits in learning?	34	6	85%
3	Does technology make English learning more effective?	32	8	80%
4	Do you think that technology make learning English more effective?	37	3	92.5%
5	Have you ever used technology to overcome English learning difficulty?	25	15	62.5%
6	Does using technology save your time in learning English?	38	2	95%
7	Have you noticed English improvements because of technology?	36	6	90%
8	Have you ever recommended by others to use technology in teaching?	22	18	55%

Note: positive answers means the answers that may serve the learning processes by using technology.

As noticed in in table 2:

The answers refers that Libyan university students aware of the advantages for technology in learning since 82.5% of participants' answers confirmed that; also there are some points that have to be regarded in learning process like:

1-In question '3' the answers shoed that students are low level in conversation skill regardless the other skills they get progress.

2-In question '8' the percentage pointed out that entertainment classes may make students feel comfortable and get progress in learning languages.

-Data Collection and Analysis:

A-Questionnaire:



Table 3 - To what extent do Libyan university students use technology?

Q.N	Questionnaire Items	Yes	No	Total of positive answers
1	Do you use technology in learning English regularly?	39	1	97.75%
2	Does technology support you most of the time in learning English?	38	2	95%
3	Do you depend on technology more than traditional methods?	39	1	97.5%
4	Is technology part of your daily English learning?	35	5	87.5%
5	Have you ever used technology to improve learning English four skills?	37	3	92.5%
6	Are technologies available for you at university?	34	6	85%
7	Do you spend a lot of time using technology in learning English?	31	9	77.5%
8	Do your professors use technology during English classes ?	21	19	52.5%

Note: positive answers means the answers that may serve the learning processes by using technology.

As noticed in in table 3:

The answers refers that Libyan university students use technology most of the time since 85.6% of participants' answers confirmed that; after analyzing the three tables the participants showed that motivation play one the most important factor in language learning and teaching.

B-The Semi-Structured Interview:

Q-Since you are an English student with a high experience, do you have any additional points?

A-Most of the answers showed that:

1- "Accessibility" most of the students showed that technology makes the students available for information anywhere and anytime, since internet is access everywhere, they can attend English courses out the classes, and study at their homes any time.

2- "Support language learning" most of the participations pointed out that technology provides translation applications like online dictionaries and learning platforms which help students to learn English skills easily.

3- "Save time" the students showed that technology tools enable them to search for information quickly, instead of spending long time for searching, and the materials can save in the computers, phones or flashcards then to check when need fast.



4- Technology makes students “more motivated” and the class can be flexible and engaged, comparing with other classes that don’t depend on technologies in learning at all.

-Results and Discussion:

The results of this study showed that Libyan university students have positive point of view towards the use of technology in learning English. The questionnaire results revealed high percentages of positive responses towards the effectiveness of technology in language learning.

The results in table1 showed that 90% of participants preferred using technology in learning English, while 92.5% agreed that technology makes learning easier. In addition 77.5% believed that technology helps improve the four language skills. These results indicate that learners consider technology an effective and supportive tool in language learning. This agree with Ybarra and Green who found that technology helps students develop their English skills more effectively.

The results in table 2 demonstrated that students are highly aware of the advantages of technology in learning English. The results showed that 100% of participants were aware of the importance of technology in language learning, while 95% stated that technology saves time in learning English. Moreover, 90% noticed improvement in their English skills because of technology. These findings support the study of Sari and Abrar who argued that technology increases students’ motivation and engagement in learning.

The results in table 3 indicated that technology is widely used by students in their daily learning activities. About 97.5% of the participants stated that they depend on technology more than traditional methods, while 92.5% reported using technology to improve the four skills. However, only 52% confirmed that their professors use technology during classes. This result may refer that some professors still depend on traditional teaching methods. This result agrees with Abunowara who mentioned that some instructors face difficulties in integrating technology into classrooms because of lack of facilities or training.

Overall, the results showed that technology has a positive impact on English language learning among Libyan university students. The high percentages of positive responses indicate that students strongly believe in the importance of technology as a modern and effective tool for improving English language learning.

-Conclusion:

The current study investigated the use of technology in learning English among Libyan university students at Al-zintan university. The results revealed that most students use technology regularly in learning English and are aware of its advantages. The questionnaire results showed high percentage of positive responses regarding the effectiveness of technology in improving English language skills, saving time, increasing motivation, and



facilitating access information. In addition, the semi-structured interview confirmed that students consider technology an important and flexible tool for learning inside and outside the classroom,

The study also demonstrated that motivation plays significant role in language learning. Most participants believed that technology creates a more engaging and comfortable learning environment compared with traditional teaching methods. Moreover, tools such as mobile applications, online dictionaries, educational platforms, and internet resources help students improve their vocabulary, listening, speaking, reading, and writing skills.

Despite these advantages, the study indicated that some challenges still exist, such as limited use of technology by some instructors and the need for better classroom support and facilities.

Overall, the study concludes that integrating technology into English language learning can positively enhance students' performance and encourage more effective learning experiences in Libyan universities.

-Recommendations:

- 1- University and schools should encourage the integration of technology in English language teaching and learning.
- 2- Teachers and professors should receive training programs on how to use modern technological tools effectively in classrooms.
- 3- Universities should provide better technological facilities such as internet access, smart boards, projectors, and language learning platforms.
- 4- Further studies are recommended to conduct further researches about the impact of technology on specific English language skills such as listening, reading, speaking, writing.

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