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The Effectiveness of Using Technology within Teaching English Language Inside Classrooms. A case Study on English Language Libyan Students at Faculty of Education

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الملخص العربي

يؤكد الوضع الحالي لتعلم اللغات الأجنبية في ليبيا أن استخدام تكنولوجيا اللغات في تدريس اللغة الإنجليزية بكليات التربية في الجامعات الليبية يعد من أكثر الموضوعات حرجاً وحساسية في صياغة مستقبل النظام التعليمي الجديد في ليبيا لما يمثله من ضرورية ملحة لمواكبة التحول الرقمي في العالم, وتزيد أهمية هذا الموضوع في كليات التربية بشكل خاص باعتبارها المصدر الرئيسي لإعداد معلمي الأجيال القادمة ونقل هذا الفكر المتطور إليهم, ونظراً لخصوصية الدور الذي تقوم به كليات التربية في بناء النظام التعليمي وتطويره فإن موضوع استخدام تكنولوجيا اللغات في تدريس اللغة الإنجليزية بكليات التربية في الجامعات الليبية يحظى بأهمية قصوى تفوق استخدام هذه التكنولوجيا في المراحل التعليمية الأخرى .في هذا السياق، هدفت هذه الدراسة إلى التعرف على الواقع الفعلي لاستخدام للتكنولوجيا في تدريس اللغة الإنجليزية داخل الفصول الدراسية من وجهة نظر أعضاء هيئة التدريس والطلاب, وقد اعتمدت الدراسة المنهج الوصفي في تحقيق أهدافها والإجابة عن تساؤلاتها باعتباره النهج الأكثر ملائمة الأنسب لطبيعة الدراسة كما يجمع بين الخصائص والمميزات المهمة لكل من المنهجين الكمي والنوعي ضمن إطار دراسة حالة. تكونت عينة الدراسة من 100 طالب وطالبة من كلية التربية بجامعة عمر المختار في ليبيا يمثلون الصفوف الدراسية المختلفة بنسب متساوية وتم اختيارهم باستخدام أسلوب العينة العشوائية.

بالإضافة إلى 10 من أعضاء هيئة التدريس بقسم اللغة الإنجليزية الذين يشغلون وظائف محاضر ومحاضر مساعد، تم اختيارهم باستخدام أسلوب العينة الهادفة؛ وبهذا يكون العدد الكلي لعينة الدراسة في عينة الدراسة 110 فرد. اعتمدت الدراسة على الاستبيان كأداة لجمع البيانات من المشاركين في الدراسة مع إجراء مقابلات شخصية مع بعضهم لتدعيم نتائج الاستبيان. توصلت الدراسة إلى وجود فروق ذات دلالة إحصائية عند مستوى دلالة ($\alpha = 0.05$) بين استخدام أدوات تكنولوجيا اللغات في تدريس اللغة الإنجليزية وارتفاع مستوى التحصيل الأكاديمي لدى طلاب كلية التربية الذين يدرسون اللغة الإنجليزية مع وجود فروق ذات دلالة إحصائية عند مستو ى دلالة ($\alpha = 0.05$) بين استخدام التكنولوجيا في تدريس اللغة الإنجليزية في الفصول الدراسي ة بكلية التربية وتحسين مهارات اللغة الأساسية لدى الطلاب الليبيين مقارنةً بالأساليب التقليدية كما أظهرت النتائج

عدم وجود فروق ذات دلالة إحصائية عند مستوى دلالة ($\alpha = 0.05$) في آراء الطلاب حول فعالية التكنولوجيا، وهو ما يعُزى إلى متغيرات مثل الجنس والمستوى الأكاديمي ومستوى المهارات الرقمية. وانتهت الدراسة إلى مجموعة من التوصيات والاقتراحات لتعزيز الاستفادة من نتائجها بما يتماشى مع التوجهات الحالية للنظام التعليمي في ليبيا لا سيما سيما إدخال التطورات الحديثة في تدريس اللغات على نحو يراعي خصوصية السياق الليبي ويحقق كفاءة أكبر في التغلب على التحديات و المعوقات التي تواجه التطبيق الفعلي لهذه التقنيات في تدريس اللغة الإنجليزية بكليات التربية في لجامعات الليبية.

الكلمات المفتاحية: تكنولوجيا اللغات, كليات التربية' الطلاب الليبيين

Abstract

The current state of foreign language learning in Libya underscores the critical importance of integrating language technology into English language teaching at Libyan university faculties of education. This is a highly sensitive and crucial issue in shaping the future of Libya's new educational system, given its urgent necessity to keep pace with the global digital transformation. The importance of this topic is particularly pronounced in faculties of education, as they are the primary source for preparing future generations' teachers and transmitting this advanced knowledge to them, due to the unique role faculties of education play in building and developing the educational system, the integration of language technology into English language teaching at Libyan university faculties of education is of paramount importance, surpassing its application in other educational stages. In this context, this study aimed to identify the actual use of technology in English language teaching within classrooms from the perspectives of faculty members and students, the study employed a descriptive approach to achieve its objectives and answer its research questions, as it was deemed the most suitable approach for the nature of the study, this approach combines the important characteristics and advantages of both quantitative and qualitative approaches within a case study framework, the study sample consisted of 100 male and female students from the Faculty of Education at Omar Al-Mukhtar University, representing different academic years in equal proportions, selected using random sampling, in addition, 10 faculty members from the English Department, holding the positions of lecturer and assistant lecturer, were selected using purposive sampling; thus, the total number of participants in the study sample was 110. The study relied on a questionnaire as the primary data collection tool, supplemented by personal interviews with some participants to corroborate the questionnaire results. The study found statistically significant differences at the significance level *($\alpha = 0.05$)* between the use of language technology tools in teaching English and the rise in the level of academic achievement among students of the Faculty of Education studying English. It also found statistically significant differences at the significance level *($\alpha = 0.05$)* between the use of technology in teaching English in the Faculty of Education classrooms and the improvement of basic language skills among Libyan students compared to traditional methods. The results also showed no statistically significant differences at the significance level *($\alpha = 0.05$)* in students' opinions about the effectiveness of technology, which can be attributed to variables such as gender, academic level, and level

of digital skills. The study concluded with a set of recommendations and suggestions to enhance the benefit from its results in line with the current trends of the educational system in Libya and in particular to introduce modern developments in language teaching in a way that takes into account the specificities of the Libyan context and achieves greater efficiency in overcoming the challenges and obstacles facing the actual application of these technologies in teaching English in faculties of education in Libyan universities.

Keywords:
Language technology, Faculties of Education, Libyan students

1. Introduction

Language technology, as a specialized applied branch, falls under educational technology as a general framework whose philosophy is based on utilizing general theories of educational technology, especially with regard to behavioral and cognitive sciences, this means that the concept of language learning technology emerged later than the concept of educational technology and did not precede it; however, it can be argued that the actual use of language learning tools such as audio recordings and audio labs preceded the theoretical and academic crystallization of the concept of educational technology as a science and an integrated systematic system, the first language labs appeared in the 1940s and 1950s, while the concept of educational technology transformed into an academic field with its own principles and theories in the early 1970s **(Abachi & Muhammad, 2014; Gilakjani, 2017)**. the aspects of the relationship between the two concepts can be defined in that educational technology is the comprehensive umbrella through which educational systems for various disciplines of study are designed, developed and evaluated, while the qualitative application of the comprehensiveness that characterizes educational technology is focused on addressing the challenges facing the acquisition of basic language skills and improving levels of fluency and meaning **(Stošić, 2015; AlDin; 2016; Zheltukhina, 2023)**. Educational technology is distinguished by characteristics that set it apart from educational technologies in other disciplines, whether scientific or literary, this is attributed to the special nature of languages as tools for communication that rely on acquiring interactive intellectual and motor skills such as listening, speaking, reading and writing **(Pratibha, 2019)**. Language teaching technology is also characterized by the increasing trend towards utilizing virtual reality technologies and virtual environments to achieve the greatest possible cultural immersion, while educational technology in other disciplines, such as nature and mathematics, focuses on conveying concepts and information and limits the use of spaced repetition to memorizing definitions, while this repetition represents the basic nerve of language teaching technology systems **(Kondal & Prasad, 2016; Ortiz. & Pasto, 2024)**.

The goals of using language teaching technology, its tools and its interactive nature vary considerably between native speakers of foreign languages, this difference stems from the fact that native speakers focus on using language learning technology to improve their academic writing skills, document dialects to protect the language from extinction, study collocations and conduct advanced linguistic analyses **(Tumskiy, 2019; Sosas, 2021)**. For native speakers, language learning tools often include artificial intelligence systems, natural language processing, and large databases; in contrast, the goals of language learning technology for second language learners are primarily focused on understanding grammar, acquiring language skills, and progressing from a beginner level to a level approaching that

of native speakers in terms of fluency, pronunciation and phonetics; therefore, the most commonly used language learning tools for second language learners are educational applications such as virtual environments, error correction using speech simulation tools and vocabulary memorization programs **(Al-Kinani, 2022; Yu, 2023)**.

Despite of English language teaching technology is similar to that used for other languages in terms of interactive applications, virtual reality and artificial intelligence, it possesses a unique characteristic, this stems from English's dominance as a global language, its widespread use and its inherent nature **(Sheikh, 2025)**. Among the most prominent features of this distinction is the vast digital databases, educational platforms and linguistic resources available to English, such as the Contemporary English Language Corpus, which contains billions of words and real-world texts; furthermore, digital dictionaries offer a wealth of audio pronunciation options, facilitating precise pronunciation training; additionally, English language learning technology aligns with the everyday use of software, computers, and the internet, transforming interaction with these technologies into an effective English learning environment **(Duan *et al*., 2022; Ma *et al*., 2025)**.

In Arab countries, the introduction of language teaching technologies has contributed to improving the English language proficiency of university students, particularly those in faculties of education, who are considered the teachers of the future. Digital language labs and self-learning platforms have played a significant role in creating a qualitative leap in the English language skills of education students compared to other educational levels; however, this improvement varies depending on geographical context, comparing this improvement to the situation in Libya reveals structural challenges within the Libyan context, creating a clear gap between positive perceptions and expectations and the actual reality **(Altaieb, 2013; Abukhatala, 2016)**, this contrasts sharply with many universities in other Arab countries that have made significant strides in achieving comprehensive digital transformation; furthermore, English language teaching in Libyan universities still relies heavily on theoretical aspects, limiting opportunities for interactive language learning, this is due to the weak infrastructure for digital transformation in the educational field, poor internet connectivity, a shortage of modern language labs and a near-complete absence of technical support for teachers and students within university faculties **(Diaab, 2016; Braknia *et al*., 2025)**.

1.1 Statement of the Problem

The introduction of foreign language teaching technology in Libyan universities and in particular the teaching of English to students of the Faculty of Education, represents a driving force for improving the academic and professional level of these students. Despite a very positive desire and increasing awareness among students and faculty members in the faculties of education in Libya regarding the importance of English language teaching technology, the actual and regular application of this technology within the classrooms of these faculties is still limited and does not live up to the level of interest represented in the academic orientations for preparing English language teachers in Libya to use language learning technology and make it a basic pillar for achieving future ambitions and aspirations regarding the teaching of foreign languages in Libya. In light of this, the problem of the study is that the practical activation of integrating language learning technology in enhancing the language skills of Libyan students studying English in colleges of education still

encounters complex historical and training challenges, with shortcomings resulting from reliance on traditional teaching methods based on rote learning and weak infrastructure that does not meet the needs required to operate recent technologies that help raise the level of students, whether academically through achievement or skillfully in developing listening, speaking, reading and writing skills.

Several dimensions must be emphasized in this study's problem:

Preparing education college students specifically as future teachers, not merely as English language learners, adds significant importance to the study's focus on equipping students with the ability to adopt sound educational technology practices for later transfer to students in primary and secondary schools, Libyan higher education institutions suffer from a chronic technological gap and current curricula are not conducive to integrating technology into English language courses for education college students; furthermore, some students prefer traditional methods over interactive digital environments that make them active and engaged participants in the teaching process, rather than passive recipients, highlighting a cultural resistance to change. The study's problem is linked to a multifaceted research gap that this study seeks to reduce or bridge, this gap varies between contextual, qualitative and educational preparation gaps for future teachers, this connection can be described as a cause-and-effect relationship, as the research gap is represented by the low level of theoretical knowledge, which resulted in the study's problem; also, Previous studies have not provided accurate documentation of the relationship between the technological teaching methods used with these students within the college and their level of linguistic and professional performance; in addition, the reliance on technological strategies imported from Western societies does not take into account the specificities of the Libyan environment culturally and economically, which means that solving the problem of the study requires first bridging the research gap to update what is suitable and what is not suitable for the Libyan situation.

Based on the presented problem of the study and the research gap associated with it, the main question of the study can be formulated as follows: How effective is the use of technology in teaching English to Libyan education college students studying English, from the perspective of students and faculty members? From this main question, the following sub-questions arise:

1.What are the most effective language learning technology tools for improving the English language skills of Libyan students studying English at the Faculty of Education? 2. To what extent does integrating language technology into the classroom improve the level of Libyan students studying English at the Faculty of Education?

3. What are the most prominent challenges and obstacles facing faculty members and students of the College of Education studying English when using technology in teaching English?

1.2. Theoretical and Practical Importance of the Study

This study combines theoretical and applied importance, as it seeks to bridge the knowledge gap by enriching the literature in the field of foreign language teaching technology; on the other hand, it offers practical and realistic solutions to overcome the obstacles and challenges facing language teaching technology in a way that suits the needs of Libyan students and the specificities of language learning in the educational environment in Libya; thus, linking the theoretical and applied aspects helps to transform theoretical

concepts into working tools for teachers, students and educational decisionmakers in Libya.at the following is an explanation of the aspects of both the theoretical and applied importance of this study:

First: Theoretical Importance

1. Providing a theoretical framework for how Libyan teachers and students interact with English language teaching technology in light of the technological challenges facing the Libyan education system.
2. Identifying the extent to which the Libyan education system accepts or resists the use of modern digital tools in foreign language learning.
3. Developing an advanced theoretical framework to explain how to integrate educational and technological approaches with English language content in teaching English to students in Libyan faculties of education.
3. Contributing to developing a philosophy of educational transfer by explaining how technological skills in English language learning will be transferred to students in Libyan schools in the future.
4. Providing a theoretical framework on how digital media can contribute to providing linguistic input for students living in non-English-speaking environments. Second: Practical Importance

1. Developing the capabilities of faculty members in Libyan university education colleges to use more effective methods based on the transition from traditional education to interactive education using digital media and technological tools such as digital platforms and interactive screens, and identifying the most effective ones within Libyan classrooms.
2. Identifying weaknesses related to the use of language learning technology among students studying English in Libyan faculties of education.
3. Understanding how integrating language learning technology into classrooms can increase student motivation, engagement in English language learning, and reduce learning anxiety.
4. Providing effective and flexible solutions to address the challenges facing the technological infrastructure in Libya, which helps officials to develop remedial plans based on field realities.

1.3. Aims of the Study This study aims to achieve the following:

1. Assessment the extent to which language learning technology, with its various tools, contributes to developing the basic language skills of English language students in Libyan faculties of education.
2. Identifying the attitudes of students in Libyan faculties of education towards integrating technological tools for language learning in classrooms.
3. Identifying the problems and difficulties facing the effective and comprehensive application of language learning technology in Libyan faculties of education.
4. Determining mechanisms for transitioning from traditional teaching methods based on rote learning to modern and interactive methods that rely on multimedia, learning platforms, and virtual environments.
5. Providing recommendations to those in charge of faculties of education in Libyan universities regarding identifying the best technologies to help in learning English and improving students' skills, based on available funding and the actual feasibility of those

technologies, and not just to keep up with technological developments in language learning and enhance the outcomes of learning English as a second or foreign language.

1.4. Hypotheses of the Study

The study hypotheses were built according to a scientific methodology on the topic of "The effectiveness of using technology in teaching English in classrooms: A case study on Libyan students studying English at the Faculty of Education", the following hypotheses were formulated, which the study seeks to test their validity in a way that links the independent variable, which is the use of technology in teaching English, with the dependent variables, which are language skills and academic achievement:

1. There are statistically significant differences between the use of technological means in teaching English and the higher level of academic achievement among students of the College of Education studying English.
2. Using technology in teaching English within classrooms at the Faculty of Education leads to better development of basic language skills among Libyan students than using traditional methods.
3. There are no statistically significant differences in students' opinions about the effectiveness of technology that can be attributed to variables such as: gender, academic level and digital skill level.

1.5. Limits of the Study

The methodological boundaries for studying the effectiveness of using technology in teaching English in classrooms: a case study on Libyan students studying English at the Faculty of Education, were defined as follows:

1. Subject Limit:

The effectiveness of using technology in teaching English to Libyan students at the Faculty of Education 2. Human Limit:

English language faculty members and Libyan students studying English at the Faculty of Education

3. Spatial Limit

Faculty of education, Omar Al-Mukhtar University, Libya 4. Temporal limit:

The academic year (2026 - 2027)

2. Stages of Development of Language Teaching Technology

At the beginning of its inception in the 1940s and 1950s, language technology was simple tools based on phonetics and it gradually developed over the following decades, taking advantage of rapid technological progress, the stages of language technology development can be divided into 4 main stages as follows **(Iqbal *et al*., 2021; Son *et al*., 2024; Hammoudi, 2025)**:

First Stage: Behavioristic / Structural CALL

This phase began in the 1940s during World War II as part of the training program for the US Army, where there was an urgent need to learn languages quickly for communication and intelligence, language laboratories were established in universities based on behavioral theories in psychology and learning theories based on repetition and imitation of recordings of native speakers, such as the famous PLATO system, this phase relied on gramophones and sound recording devices and continued until the 1970s.

Second Stage: Communicative CALL

This stage extended from the late seventies to the late eighties of the twentieth century and witnessed the emergence of the term computer assisted language learning, it relied on cognitive theories and communicative language teaching, as the spread of the computer helped to transform its role from a rote learning tool to a means of practicing skills and stimulating thinking, and made language learning programs more interactive, especially with the emergence of speech correction programs, the focus in this stage was on text reconstruction and grammar programs that provide several options for users.

Third Stage: Integrative CALL

The time period for this stage can be limited to (1990-2000) and it relied on cognitive theory and constructivist theory through social curricula and learning through social interaction and multimedia, the role of the computer was to be a means of communication and a center for multimedia, one of the most important characteristics of this stage was the integration of the four language skills (listening, speaking, reading, writing) in realistic tasks via the Internet with the exchange of emails with native speakers.

Fourth Stage: mobile phone and artificial intelligence era

This stage extends from the beginning of the third millennium to the present time and is characterized by the shift towards semantic communication based on human-tohuman interaction via machine and not just human-to-machine interaction, with the spread of language learning using tablets and mobile phone applications such as Duolingo and Quizlet, with live interactive tests via virtual classrooms and immersive virtual reality environments, with increasing reliance on artificial intelligence in personal feedback and automatic speech recognition to assess pronunciation.

3. The Role of Language Teaching Technology in Enhancing Language Skills

Language teaching technology plays a pivotal role in improving and developing the four basic language skills (listening, speaking, writing and reading), this role stems from the specialized and interactive experiences that this technology offers to break the rigidity that characterizes traditional methods of language teaching, thus accelerating the acquisition of these skills by transforming the learning environment into an interactive and stimulating model for students, these skills vary in terms of the degree of attention and development they receive in language teaching technology, especially those that rely on Natural Language Processing (NLP) and artificial intelligence systems, this variation is evident from the following **(Darkoah *et al*., 2021; Shadiev & Wang, 2022)**:

1. Speaking skills occupy the largest part of technological development in language teaching through generative artificial intelligence and speech recognition technologies, as large language models such as ChatGPT have enabled learners to have free, natural conversations to simulate native speakers of the language, this technology also helps to enhance feedback through applications such as ELSA Speak, which use algorithms to compare the learner's voice fingerprint with that of a native speaker to identify errors in voices and tone with high accuracy.
2. Regarding writing skills as a language production skill, the role of language technology in improving this skill depends on grammatical and spelling correction through advanced grammatical analysis and natural language understanding, in addition to tools developed by international assessment institutions to accurately measure the coherence of ideas and grammatical structure.

3. With regard to listening and reading skills, the role of language technology in improving them has focused on adaptive systems such as smart reading technologies that analyze the linguistic difficulty levels of texts to provide customized readings that suit different levels of learners, taking into account differences in textual contexts. Also included is multilevel listening through technologies that convert written text into spoken words and generate sounds capable of varying accents and speaking speeds to provide the learner with a wide range of sounds and listening levels.
4. **The Reality of Language Technology in Libya**

The current state of language technology in Libya indicates that it is undergoing a transitional phase from individual efforts by some academics and specialists to an attempt to lay the foundations for a comprehensive digital transformation in which language technology is a fundamental pillar, there are several axes that should be based on the actual evaluation of the state of language technology in Libya, which are as follows **(Owen *et al.*, 2019; Gherwash, 2024; Mohsen, 2025; Sawwan, 2026)**:

1. National initiatives such as launching the National Artificial Intelligence Strategy 2030, the Digital Governance Framework, establishing the Natural Language Processing Committee at the Libyan Language Academy, and also ambitious attempts to build national artificial intelligence models such as Libi GPT to support multilingual and multi-dialect text processing.
2. Computational linguistics, which represents one of the main pillars of academic research in Libyan universities, is used to classify local Libyan dialects using Natural Language Processing (NLP) tools through data extracted from social media platforms and local telecommunications institutions such as Libyana.

In general, it can be said that the increasing trend towards reliance on language technology by teachers and students in Libyan schools and universities has not yet been able to achieve the desired success in erasing the effects of the historical ban on foreign languages, which led to the creation of an educational gap among previous generations who now constitute the administrative and educational staff in Libya, this is in addition to the absence of a national plan or comprehensive strategy for expanding language technology and integrating it into education in a radical way, as the application of this technology is still limited to individual efforts in light of the multiple challenges facing language technology in Libya, which are concentrated in the shortage of specialized educational competencies, along with a legislative and structural gap that has caused the absence of regulatory frameworks for software training, as well as the inefficiency of the infrastructure and technology. Among the most prominent examples of this are the power outages in many areas and the weakness of the internet network that Libyan universities and schools suffer from.

5. Previous Studies

Al-Subaie & Manasrah (2017) conducted a study to identify the reality of using e-learning in teaching English to secondary school students in Taif, Saudi Arabia, the study employed a descriptive survey methodology, and the sample consisted of 142 individuals (134 teachers and 8 educational supervisors) selected using a comprehensive

survey method, the data collection tool was a questionnaire that included two main sections: the reality of using e-learning and the difficulties encountered in using e-learning in teaching English, the study used means, standard deviations, independent samples T-tests and the Mann Whitney test to conduct statistical analyses of the data, the results showed a decrease in the level of use of e-learning and the level of difficulties in using e-learning in teaching English was moderate, difficulties related to devices and software came in first place, followed by difficulties related to the student, the teacher, and the English language subject, there were no statistically significant differences between the responses of teachers and educational supervisors in the questionnaire axes and the overall score, while there were statistically significant differences between the responses of the sample members according to the training courses in the dimensions of difficulties related to devices and software.

Al-Habahbeh (2018) conducted a study to identify the extent of technology use in teaching English to upper elementary students from the perspective of students in schools in the Shobak district of Jordan, the descriptive survey method was used to achieve the study's objective, the researcher developed a questionnaire consisting of 20 items to collect data, using a five-point Likert scale to measure the degree to which each item was validated, the questionnaire's validity and reliability were confirmed, yielding a value of 0.88. Statistical methods included arithmetic means, standard deviations, one-way ANOVA and Scheffé's test, the results showed that students' most important assessments of the extent of technology use in teaching English were, in ascending order: student, teacher, family and school environment, no statistically significant differences were found attributable to gender or grade level, while statistically significant differences were found attributable to age, favoring the 15-yearold group. The study recommended providing the necessary resources to enable students to implement modern approaches in English language learning.

Pratibha (2019) study focused on identifying how modern technology can be used to support language learning and pinpointing innovative applications that can contribute to meeting the growing needs of teachers, especially since these technologies, such as computers, the internet, overhead projectors and interactive whiteboards, have opened new horizons for enhancing learner independence in language learning and increasing their motivation in this field.

Sosas (2021) presented a research paper on the use of technology in teaching students the skill of speaking English and its impact on students, based on the use of the phenomenological approach to collect data from 3 focus group discussions, each group consisting of 21 participants from the three academic years (third, second, and fourth) in language classes at the University of Southern Mindanao, Kedapuan City branch, in Philippines, the results showed that students learn to speak English using modern technologies, such as video conferencing, email correspondence and interaction via social media, in addition to direct practical training in giving speeches and presentations on stage, where students engage in realistic academic and professional situations, the results also revealed that the technologies used in teaching speaking skills help to enhance communication, fluency and linguistic accuracy, and reduce anxiety and tension during speaking, which enhances students' self-confidence, the study also confirmed that this technology is consistent with the communicative teaching style, which develops students' abilities and competence in expressing themselves.

Al-Kinani (2022) study examined the use of technology in teaching Arabic as a foreign language to non-native speakers at the University of the Western Cape in South Africa. The study explored the potential of educational theories, such as Bloom's Taxonomy, to integrate technology into education, the aim was to develop educational content specifically for teaching Arabic language skills, and other languages more generally, the study employed a descriptive methodology, deemed the most suitable for its nature and objectives, the sample consisted of 10 specialists in computer-assisted language learning, the research instrument was a questionnaire comprising 36 items distributed across four axes. the results indicated that integrating technology into second or foreign language teaching should be done systematically, not haphazardly. Consideration should be given to the teaching methodology, the selected technology tools, and their effectiveness and sustainability, the findings also confirmed that specialists' opinions were positive regarding the technology-enhanced program for teaching Arabic, in terms of educational content, design, resources, presentation, and training models.

The study conducted by **Ghwela (2023)** aimed to explore the perceptions of English language teachers regarding the use of technology in teaching English as a foreign language at Al-Asmarya Islamic University in Zliten, Libya, the study employed a mixed-methods approach, using a questionnaire as the primary tool for collecting quantitative data and semi-structured interviews to gather qualitative data from 36 English language instructors. Excel was used to analyze the quantitative data, while the qualitative data was categorized into main themes, based on the analysis of both quantitative and qualitative data, the study's findings indicated that the challenges faced by English language instructors regarding technology use are primarily related to weak internet connectivity, low levels of technical support and a shortage of teachers proficient in using technology, despite the fact that these instructors generally hold positive perceptions of technology use in teaching.

The study conducted by **Algwil (2023)** aimed to identify the opinions of Libyan English language teachers regarding the use of technology in teaching English in Libya, in terms of its benefits and the difficulties they face, through a field study in secondary schools, the study focused on identifying the extent to which English language teachers are aware of the importance of introducing technology into teaching, the results concluded that technology plays an important role in developing English language teaching in terms of improving language skills, pronunciation level and fluency and it also encourages students to learn independently, the difficulties faced by Libyan English language teachers were identified as the short time frame that does not correspond to the length of the curriculum, the lack of educational resources, adherence to traditional teaching methods, and the lack of teachers experienced in using technology in teaching English.

The study conducted by **Ortiz *et al*., (2024)** aimed to propose a classification system for ICT-based language learning resources, using the pedagogical functions of language learning and teaching as a regulatory criterion; to this end, a collection of resources was compiled,
and a review of existing literature was conducted to identify the most important pedagogical functions of language learning, two-tiered classification system was then developed, encompassing 15 main functional categories for language learning resources, along with a set of subcategories, this classification can be considered a useful pedagogical tool

for researchers, language teachers, language learners and curriculum designers. Subsequently, this classification was used in two studies to assess its effectiveness in evaluating the actual use of technology-based resources by teachers in two educational settings, to gather feedback from practicing teachers to refine the classification, and to conduct a preliminary validation of the proposed classification.

4. Methodology

4.1 Research Design

The study adopted the descriptive approach method to achieve its objective and answer the questions arising from the research problem, this approach is particularly suitable for the nature of the study because, with the continuous development of language teaching technology, it accurately portrays the current reality of its use in the College of Education, it also measures the frequency of technology use, the types of tools employed and the current level of satisfaction with its use without interfering in the educational environment, this helps in obtaining realistic, reliable and directly applicable results; furthermore, it allows the researcher to combine quantitative and qualitative tools in the case study. In addition, the descriptive approach method identifies gaps and weaknesses in the use of language learning technology, such as the low skill level of professors in using certain programs or the unsuitability of technology for improving listening and speaking skills in English.

4.2 Study Population and Sample

The study community consists of faculty members in the English Department and Libyan students studying English at the Faculty of Education at Omar Al-Mukhtar University, combining faculty members and students in the study community gives the study a greater degree of objectivity and comprehensiveness through matching theoretical methods with direct practical applications, this also achieves integration of visions between faculty members as a group responsible for teaching and choosing language teaching technology tools and students as a target group in the study and beneficiaries of the use of technology, which gives the study more credibility without bias towards the views of a specific party, this study was designed as a case study because this allows the researcher to refer to the context and potentially obtain in-depth data on the topic **(Yin, 2009)**.

The study sample consisted of 100 male and female students of English at the Faculty of Education, Omar Al-Mukhtar University, who were selected randomly, their selection criteria were determined by the fact that they were all Libyans, their native language was Arabic and they volunteered to participate in the study; in addition to 10 of faculty member from the English Department at the same faculty who were selected using purposive sampling according to **(Creswell 2012)**, this method is used by researchers to study and understand the central phenomenon according to the extent to which they possess certain perceptions about the use of technology in teaching English, the main criterion for selecting these professors within the study sample is the extent to which they are rich in information that helps the researcher achieve the study objectives; thus, the total number of individuals in the study sample is 110.

4.3 Instruments

The study relied on the questionnaire as a tool for collecting data from the study participants, for this purpose, the researcher developed a questionnaire suitable for the subject of the study and answered its questions by reviewing previous literature and

consulting experts and specialists in the field of measurement and evaluation. The questionnaire consisted of two parts: The first part included information about the independent variable in the study in terms of gender and age, the second part included 8 items whose answers were evaluated on a five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree), it included information about the language teaching technology tools available in the study community from the point of view of faculty members and English language students at the College of Education, Omar Al-Mukhtar University, these items are distributed across two main axes as shown in Table 1. In this type of study in particular, the questionnaire should be supported by conducting personal interviews to move from merely observing what is happening to understanding how and why it happens, and thus combining quantitative and qualitative data, which gives the case study a deeper and more comprehensive explanation of the reality of technology use among Libyan students in the Faculty of Education and thus combining the role of the questionnaire in making the study comprehensive and the role of personal interviews in increasing the depth and credibility of the results and the comprehensive educational understanding of the phenomenon of technology use in light of the particularity of the Libyan context with regard to learning foreign languages.

Table 1. The main themes of the questionnaire in the study of the effectiveness of using technology in teaching English

No.	Themes of the Questionnaire	Number of Items	Cronbach's alpha coefficient
1	Availability of language teaching technology tools in classrooms	4	0.890
2	Effectiveness of language technology in developing students' English language skills	4	0.942
	Total	**8**	**0.9300**

The validity of the study instrument was verified in two ways: First, face validity was established by presenting the instrument to a group of experienced and specialized experts in the subject matter to assess the clarity of the questionnaire items, their alignment with the study objectives and the accuracy of the questionnaire's linguistic formulation. After considering the experts' feedback, some questionnaire items were modified, resulting in the final version suitable for distribution to the study sample. The second method was internal validity, which was confirmed by calculating the correlation coefficients between each item and the total score, and between each item and its respective domain (professor domain, student domain). The correlation coefficients between the items and the domain ranged from (0.60 - 0.90) and between the items and the instrument as a whole, from 0.57 to 0.88. All correlation coefficients were statistically significant and acceptable, as shown in Table 2. To verify the reliability coefficient of the instrument, internal consistency was measured using

Cronbach's alpha coefficient for the axes of the level of technology use in teaching English to Libyan students at the Faculty of Education at Omar Al-Mukhtar University, the overall reliability coefficient reached 0.930, which is a high value, indicating that the study instrument enjoys a high degree of reliability.

Table 2. Values of correlation coefficients between items and the domain to which they belong and between the overall score for study performance.

Item No.	Correlation coefficient with domain	Correlation coefficient with instrument
1	0. 60	0.57
2	0.72	0.61
3	0.73	0.60
4	0.71	0.66
5	0.70	0.67
6	0.82	0.78
7	0.81	0.64
8	0.76	0.58
9	0.71	0.70
10	0.90	0.77
11	0.84	0.88
12	0.89	0.74
13	0.90	0.87
14	0.84	0.85
15	0.81	0.76
16	0.83	0.72
17	0.80	0.73
18	0.81	0.87
19	0.83	0.73
20	0.78	0.77

4.4 Statistical Processing

The SPSS statistical software was used to obtain accurate results from the analysis of the acquired data and to perform the required statistical analyses quickly and easily, the following statistical methods were used: arithmetic mean, standard deviation, frequency and percentage of frequencies and Chi-Square.

5. Results & Discussions

The results shown in Tables 3 and 4 illustrate the distribution of students in the study sample according to demographic characteristics based on the variables of gender, academic year and self-reported digital proficiency level. Table 4 also shows the distribution of faculty members in the study sample according to the variables of academic degree, years of teaching experience and prior training in educational technology.

Table 3. Demographic characteristics of students in the study sample

Variables	Category	Number	%
Six	Male	60	60
	Female	40	40
	Total	**100**	**100**
Academic year	First year	25	25
	Second year	25	25
	Third year	25	25
	Fourth year	25	25
	Total	**100**	**100**
Selfdirected digital skills level	Beginner	20	20
	Intermediate	55	55
	Advanced	25	100
	Total	**100**	**100**

Table 4. Distribution of faculty members in the study sample according to demographic characteristics

Variables	Category	Number	%
Academic degree	Lecturer	7	70
	Assistant Lecturer	3	30
	Total	**10**	**100**
Years of teaching experience	Five Years >	2	20
	5 – 10 years	6	60
	< ten years	3	30
	Total	**10**	**100**
	received intensive training	1	10

Previous technology training	received basic/limit training	5	50
	have not received any training	4	40
	Total	**10**	**100**

The results shown in Table 3 indicate that the percentage of males exceeded that of females by 10% among the students in the study sample, with equal representation of students from all four academic years in the Faculty of Education. Regarding the variable of self-directed digital skills, the highest percentage of students possessing an intermediate level of these skills was over 50% of the sample, followed by students with advanced skills., students with novice skills in using language learning technology ranked last. These results can be interpreted as a strong positive indicator of students' evolving digital readiness and their possession of a minimum level of proficiency in using educational platforms and language technology applications, this suggests the absence of severe digital illiteracy, digital openness among students and a conducive environment for utilizing language teaching technology in classrooms at Libyan university faculties of education; therefore, these results can be used to guide expansion plans for introducing language technology in faculties of education, focusing on advanced, high-quality training rather than simply teaching basic digital principles.

The results in Table 4 indicate that faculty representation in the English Department at the Faculty of Education, Omar Al-Mukhtar University, was limited to two categories: lecturer and assistant lecturer, the highest percentage of faculty members had between 5 and 10 years of teaching experience. Similarly, the highest percentage of faculty members had received basic or limited training in language teaching technology, followed by those with no training, and then those with intensive training in language technology, these results clearly reveal the absence of sustainable and systematic professional development plans within the Faculty of Education. Language technology training is often limited to individual initiatives or workshops that superficially address the topic and fall short of building genuine digital competencies, the high percentage of those with limited training, followed by those with no training, suggests that most faculty members lack knowledge of technological and educational content, rendering them unable to effectively integrate technology to serve the teaching material, this creates significant disparities. Within the same department, between one professor and another, most of them still adhere to traditional methods of teaching English.

The results shown in Table 5 represent the findings of the first theme, which addressed the availability of the most common language technology tools at the Faculty of Education, Omar Al-Mukhtar University in Libya, based on the responses of the study sample, comprised of faculty members and students, this theme included four items, which were answered on a five-point Likert scale.

Table 5. Frequency Distribution and Statistical Analysis of the Responses of the Study Sample to the Items of the First theme

No.	Items	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)	Mean score	S. D.	Chi-Square
1	Good display screens, computers and speakers are always available in classrooms.	8	12	10	43.6	26.4	1.304	0.795	5.97
2	There is adequate internet access in the classrooms, allowing access to educationa l platforms.	13	20.3	16.7	28	22	2.343	1.296	1
3	Access to the most commonly used language learning technology applications is available	36	41	13	7	3	2.467	1.134	2
4	Digital audio and video materials for language technology are easily shared within the classroom	35	43	12	5	4	3.044	1.342	2

*S. D. = Standard Deviation

The results of the statistical analysis of the items of the first theme in Table 5 show that the answer “disagree” achieved the highest percentage among the participants’ answers

to item 1, reaching 43.6%, followed by the answer “strongly disagree” with a percentage of 36.4%, the second item was similar to the first item in terms of the high percentages of the answer “strongly disagree” and “disagree,” reaching 28% and 22% respectively, compared to the percentages of the answer to the other options on the scale, which indicates that rejection is the prevailing trend in the participants’ answers to the first and second items. In contrast, the "agree" response recorded the highest percentage among participants' answers to items 3 and 4, reaching 41% and 43% respectively, this was followed by the "strongly agree" response to the same two items, at 36% for item 3 and 35% for item 4, this reflects the concentration of responses to these two items on the positive side of the scale, highlighting a high degree of agreement among participants regarding the content of these items. Item 4 recorded the highest arithmetic mean among the items of the first Item 4 recorded the highest arithmetic mean among the items of the first theme, which was 3.004, followed by the arithmetic mean of Item 3, which was 2.467. Item 4 also had the highest standard deviation among the items of the axis, which was 1.342. The results of the first axis indicate a significant deficiency in the basic technical equipment for language technology within the classrooms of the College of Education, this was definitively confirmed by the high percentage of negative responses to items 1 and 2; therefore, it is not logical to attribute the shortcomings in the level of language technology learning to faculty members or students, but rather it is due to the lack of readiness of the technical infrastructure in the College of Education, along with the low level of quality and availability of internet service within the classrooms, from the perspective of the study sample, this limits the maximum benefit from digital educational platforms in teaching English; moreover, the lack of sufficient language technology tools limits students' benefit from basic audio-visual technologies to develop their listening and speaking skills in English, which negatively affects the effectiveness of integrating technology into the educational process. At the same time, English language students in the College of Education have a high awareness and conviction that there are good possibilities to access and use common language learning technology applications., which was 3.004, followed by the arithmetic mean of Item 3, which was 2.467. Item 4 also had the highest standard deviation among the items of the axis, which was 1.342.

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educational process. At the same time, English language students in the College of Education have a high awareness and conviction that there are good possibilities to access and use common language learning technology applications. indicate a significant deficiency in the basic technical equipment for language technology within the classrooms of the College of Education, this was definitively confirmed by the high percentage of negative responses to items 1 and 2; therefore, it is not logical to attribute the shortcomings in the level of language technology learning to faculty members or students, but rather it is due to the lack of readiness of the technical infrastructure in the College of Education, along with the low level of quality and availability of internet service within the classrooms, from the perspective of the study sample, this limits the maximum benefit from digital educational platforms in teaching English; moreover, the lack of sufficient language technology tools limits students' benefit from basic audio-visual technologies to develop their listening and speaking skills in English, which negatively affects the effectiveness of integrating technology into the educational process; at the same time, English language students in the College of Education have a high awareness and conviction that there are good possibilities to access and use common language learning technology applications.

Table 6 includes the results of the second axis, which addressed the effectiveness of language technology in developing students' English language skills from the perspective of English language students at the Faculty of Education, Omar AlMukhtar University, this theme included five items that were answered using a fivepoint Likert scale The results shown in Table 6 represent the findings of the second theme, which addressed the availability of the most common language technology tools at the Faculty of Education, Omar Al-Mukhtar University in Libya, based on the responses of the study sample consisting of faculty members and students, this theme included four items, which were answered using a five-point Likert scale.

Table 6: Frequency distribution and statistical analysis of the study sample's responses to the items of the second theme

No.	Items	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)	Mean score	S. D.	Chi-Square
1	Software and audio applications for language technology are superior to traditional methods in developing speaking and listening skills	44	32	12	7	5	1.376	0.837	1

2	Language technology tools help increase students' selfconfidence while speaking and reduce anxiety in the classroom	36.5	42.7	10	6.6	4.3	1.536	0.868	2
3	Educational platforms make it easier for students to acquire new vocabulary and	44	36	12	5	3	1.835	0.979	1
	correct grammatical errors instantly								
4	Educational platforms offer greater opportunities to develop writing and reading skills and increase interaction with educational material	30	44.6	11	9	4.4	1.676	0.964	2

*S. D. = Standard Deviation

The results of the statistical analysis of the items in the second theme, as shown in Table 6, indicate that the response "strongly agrees" achieved the highest percentage among participants' responses to item 1, at 44%, followed by the response "agree" at 32%, this suggests that participants' responses were concentrated on the extreme positive side of the scale. In item 2, the response "agrees" recorded the highest percentage among participants' responses, at 42.7%, reflecting the concentration of responses to items 1 and 2 on the positive side of the scale, this highlights a high degree of agreement among participants regarding

the content of these two items. Item 3 recorded the highest arithmetic mean among the items of the second theme, which was 1.835, followed by the arithmetic mean of Item 4, which was 1.676. The standard deviation of Item 3 was also the highest among the items of the axis, which was 0.979, followed by the standard deviation of Item 4, which was 0.964, indicating a significant correlation between the high arithmetic mean and the standard deviation within each item. Similarly, in items 1 & 2, both the arithmetic mean and the standard deviation of Item 2 were higher than those of Item 1.

The high percentage of "strongly agree" responses compared to other options in participants' answers to item 1 in the second theme carries several educational, pedagogical and statistical implications, this choice reflects a clear and tangible feeling among students that audio software and applications break the rigidity of traditional methods and provide an interactive environment that contributes to improving listening and speaking skills, this is a strong indicator of the students' enthusiasm in the study sample for integrating technology into the curriculum, which encourages decisionmakers and curriculum developers in colleges of education to officially adopt these technologies; statistically, the concentration of responses on the positive side of the scale indicates the strength of the effect and the lack of dispersion in participants' responses regarding this item, thus confirming the validity of the hypothesis concerning the impact of language technology on improving students' English language learning skills.

The high percentage of "agree" answers exceeded other options in the participants' responses to item 2 confirms that the majority of English language students in the College of Education acknowledge the positive impact of language technology tools in enhancing their self-confidence and reducing their anxiety, and that their view of these tools is based on them being helpful and supportive tools for them in a decisive way, as they allow them to re-listen and correct themselves away from the fear and anxiety of making a mistake or being ridiculed by others.

At responding of item 3 in the second theme, the percentage of "strongly agree" answers was higher than the percentage of any of the other options for this paragraph, reflecting students' increased awareness and understanding of the importance of digital tools, not only as learners but also as future teachers, this indicates future trends toward adopting and practically applying these technologies in the educational field, revealing profound educational and statistical implications related to students' attitudes toward language technology.

The high percentage of responses of “agree” compared to the rest of the options in the participants’ responses to paragraph 4 indicates a positive and tangible trend among Libyan English language students towards the usefulness of educational platforms and the lack of hesitation in emphasizing their importance, this trend should be an incentive for the Faculty of Education to develop the infrastructure of electricity, communications and internet to advance this trend through more in-depth interactive activities.

To confirm the positive attitudes of faculty members and students in the College of Education towards the use of language technology, the differences in the statistical significance of the items of both the first and second themes in the questionnaire were tested using the chi-square test, as shown in Table 7.

Table 7. Using chi-square test to indicate statistical differences in the statements of both the first and second themes.

Theme	Chisquare	df	Probability value	Interpretation	(Sig. / pvalue)
First	1.1864	22	0.000	Statistically significant	0.012
Second	1.1405	26	0.000	Statistically significant	0.033

*df = Degrees of Freedom, Sig. = significance

The results of the chi-square test in Table 7 for the first and second themes of the questionnaire indicate statistically significant differences for the items in the first theme, "Availability of Language Teaching Technology Tools in Classrooms" and the items in the second theme, "Effectiveness of Language Technology in Developing Students' English Language Skills." The results also show that the calculated significance level of 0.033 is lower than the generally accepted significance level in educational studies *($\alpha = 0.05$).* This indicates a statistically significant difference *($\alpha = 0.05$)* between the use of technological tools in teaching English and the higher level of academic achievement among students in the Faculty of Education studying English.

This confirms the first hypothesis, thus rejecting the null hypothesis and accepting the alternative hypothesis. Regarding the second hypothesis, which states, "The use of technology in teaching English in classrooms at the Faculty of Education leads to better development of basic language skills among Libyan students compared to traditional methods". Table 7 indicates a statistically significant difference ($\alpha = 0.05$) with a significance level of 0.012, which is lower than the accepted probability value, thus, confirming the second hypothesis, rejecting the null hypothesis and accepting the alternative hypothesis.

To test the validity of the third hypothesis, which states that there are no statistically significant differences between students' opinions about the effectiveness of technology attributable to the variables of gender, academic level, and digital skills level, the t-test was used to determine the differences between students in this aspect according to the gender variable, as shown in Table 8. Meanwhile, the one-way ANOVA test was used to compare the student groups regarding the effectiveness of language technology according to the variables of academic level and digital skills level. Tables 9 and 10 show the results of the test for the statistically significant differences between students' opinions to reveal their attitudes towards the effectiveness of technology in teaching English for each variable: academic level and digital skills level.

Table 8. Differences in students' opinions regarding the effectiveness of language technology according to the gender variable (using the T-test)

Groups (Source of Variance)	Mean	S. D.	Sample size	T value	(Sig. / p-value)
Male	1.677	0.375	60	- 0.1005	0.314
Female	1.802	0.509	40		
Total			**100**		

*S. D. = Standard Deviation, Sig. = significance

The result of the T-test in Table 8 indicates that there are no statistically significant differences between students' opinions regarding the effectiveness of language technology according to the gender variable at a significance level of ($\alpha = 0.05$), this means that the opinions of male and female students do not differ on this point, as evidenced by the T-value (-0.1005) and the statistical significance value (0.314), which is greater than 0.05; therefore, the null hypothesis is confirmed, which indicates that there are no statistically significant differences attributed to the gender variable at a significance level of 5%.

Table 9. Differences in students' opinions regarding the effectiveness of language technology according to the academic level variable using ANOVA

Groups (Source of Variance)	Sample size	SS	Mean	F value	(Sig. / p-value)
First year	25	14.45	2.225	1.096	0.354
Second year	25	113.50	113.50		
Third year	25	4.120	2.054		
Fourth year	25	32.724	2.270		
Total	**100**	**164.794**			

*S. S = Sum of Squares, F = (F- statistics), Sig. = significance

Table 9 shows that there are no statistically significant differences between students' opinions regarding the effectiveness of language technology according to the academic level variable at a significance level of ($\alpha = 0.05$), as evidenced by the F-test value (1.096) and the statistical significance value (0.354), which is greater than 0.05; thus, the null hypothesis is confirmed, indicating that there are no statistically significant differences between students in any of the four academic years at the College of Education at a significance level of 5%.

Table 10. Differences in students' opinions regarding the effectiveness of language technology according to the digital skills level variable using ANOVA

Groups (Source of Variance)	Sample size	SS	MS	F value	(Sig. / p-value)
Beginner	20	10.632	0.337	0.917	0.406
Intermediate	55	11.301	0.225		
Advanced	25	10.930	0.226		
Total	**100**	**32.863**			

*S. S = Sum of Squares, MS = Mean Square, F = (F- statistics),
Sig. = significance

The results of Table 10 indicate that there are no statistically significant differences between the opinions of the students in the study sample regarding the effectiveness of language technology attributable to the digital skills level variable for the three categories (beginner, intermediate, distinguished) at a significance level of ($\alpha = 0.05$)) through the F-test value (0.917) and the statistical significance value (0.406), which is greater than 0.05. Thus, the null hypothesis is confirmed, which indicates that there are no statistically significant differences between the students
attributable to the digital skills level variable in the College of Education at a significance level of 5%.

Table 11 presents the results of a comparison between faculty and student perspectives on the impact of language technology on Libyan students' motivation and the creation of an interactive classroom environment at the College of Education, using an independent sample (T-test) to determine the statistical significance of the difference between the means of the two groups.

Table 11. Arithmetic means, standard deviations, t-values, and p-values for the impact of language technology on the motivation of Libyan students and the creation of an interactive classroom environment from the perspective of faculty members and students.

Groups	No.	Mean	S. D.	T value	df	(Sig. / pvalue)
Faculty member	10	4.51	0.72	2.124	108	0.055
Students	100	3.97	0.86			

*S. D. = Standard Deviation, df = Degrees of Freedom, Sig. = significance

The results in Table 11 indicate that the arithmetic mean of faculty members' assessments regarding the impact of language technology on the motivation of Libyan students and the creation of an interactive classroom environment in the College of Education reached 4.51 with a standard deviation of 0.72, indicating a very high degree of agreement. In contrast, the arithmetic mean of the students reached 3.97 with a standard deviation of 0.86, which represents a high degree of agreement.

When applying the t-test, the t-value was 2.124 with a significance level of 0.055, which is greater than 0.05; therefore, statistically speaking, the results indicate that there are no statistically significant differences between the views of the two groups, which proves that both faculty members and Libyan students in the College of Education agree on the positive role of language technology on student motivation and the creation of an interactive classroom environment. Overall, this indicates that the general trend within the College of Education, whether among faculty members or students, is supportive of the effectiveness of language technology and breaking the rigidity of traditional methods in teaching English.

6. Conclusions & Recommendations

Through the field application of the current study to identify the reality of technology use in teaching English within classrooms at the Faculty of Education from the perspective of faculty members and students, the study reached a set of results that confirm the growing pivotal role of language technology in modern educational systems. It has become the primary pillar in developing foreign language teaching systems, not a luxury within the classroom. These results are summarized as follows: there are positive trends and increasing aspirations among faculty members and students towards expanding the use of language technology in teaching English to students at the Faculty of Education, despite the existence of a number of obstacles and challenges facing the actual application of these technologies to improve students' basic language skills, raise their level of linguistic proficiency, and increase their motivation and positive interaction in the classroom environment, these obstacles and challenges are concentrated in the weakness of the digital infrastructure and the low level of training of faculty members in dealing with modern developments in the field of language teaching technology, the excellence of some faculty members in absorbing these developments is mostly due to individual efforts rather than the general trend in faculties of education at Libyan universities, the results also highlighted a wide gap between official educational policies in Libya and the actual reality of applying language technology in teaching, learning English in particular is important. Based on the study's findings, a set of recommendations and suggestions are offered to enhance the utilization of these results and to overcome the challenges and shortcomings revealed by the study:

1. The need for Libyan universities to focus on activating the use of language technology in developing English language teaching in faculties of education and to overcome the obstacles that hinder achieving this goal
2. Designing intensive training programs for faculty members on an ongoing basis to enable them to acquire the necessary skills to deal with digital technology and employ it optimally in teaching foreign languages
3. Expanding upon the current study to assess the developments in language technology adoption in Libya and linking these studies to the local Libyan context and the challenges facing the development of digital infrastructure in faculties of education.

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