EFL Libyan Learners attitudes on the importance of using ICT at University of Derna/ Al Qubbah Campus

Fatma Jawad Boubakar *
Department of English Language, Faculty of Arts- Al Qubba, University of Derna,
Al Qubba, Libya

مواقف المتعلمين الليبيين في تعليم اللغة الإنجليزية كلغة أجنبية حول أهمية استخدام تقنية المعلومات والاتصالات في جامعة درنة فرع القبة

فاطمة جواد بوبكر*
قسم اللغة الإنجليزية، كلية الآداب- القبة، جامعة درنة، القبة، ليبيا

Corresponding author: f.msood@uod.edu.ly

Abstract:

This study investigates the attitudes of Libyan EFL (English as a Foreign Language) students toward the importance of using Information Communication Technology (ICT) in language learning. A descriptive quantitative design was used to determine attitudes toward importance of using ICT and utilize tools ICT for non-academic purposes in learning English. A questionnaire consisting of two major sections, the first one includes of 10 Likert-scale statements on the importance of using ICT in learning English, the second section contains of 10 statement items on the frequent using ICT tools to facilitate their language learning the survey was administered to 60 EFL students at the University of Derna, Al Qubba. The result of the study reveals that Libyan students mostly view Information Communication Technology (ICT) is very important in learning English Language also showed their positive attitudes towards ICT importance to learn English. The findings have significant recommendations and pedagogical implications for EFL teaching practices, emphasizing the importance of using and integrating ICT in learning English.

Keywords: ICT, English as a foreign Language (EFL), Attitudes, Libyan Learners.

الملخص

تبحث هذه الدراسة في مواقف طلاب اللغة الإنجليزية كلغة أجنبية في ليبيا تجاه أهمية استخدام تقنية المعلومات والاتصالات (ICT)في تعلم اللغات. تم استخدام تصميم كمي وصفي لتحديد المواقف تجاه أهمية استخدام تقنية المعلومات والاتصالات واستخدام أدواتها لأغراض غير أكاديمية في تعلم اللغة الإنجليزية. استبانة يتكون من قسمين رئيسيين، الأول يتضمن 10 عبارات على مقياس ليكرت حول أهمية استخدام تقنية المعلومات والاتصالات في تعلم اللغة الإنجليزية، والقسم الثاني يحتوي على 10 بنود بيانات حول الاستخدام المتكرر لأدوات تقنية المعلومات والاتصالات لتسهيل تعلم اللغات. تم إجراء الاستبانة على 60 طالبا لغة أجنبية في جامعة درنة فرع القبة. تكشف نتائج الدراسة أن الطلاب الليبيين يرون في الغالب أن تقنية المعلومات والاتصالات (ICT) مهمة جدا في تعلم اللغة الإنجليزية، كما أظهروا موقفهم الإيجابي تجاه أهمية تقنية المعلومات والاتصالات لتعلم اللغة الإنجليزية. تتناول النتائج توصيات مهمة وتبعات تربوية على ممارسات تدريس اللغة الإنجليزية كلغة أجنبية، مع التركيز على أهمية استخدام ودمج تقنية المعلومات والاتصالات في تعلم اللغة الإنجليزية.

الكلمات المفتاحية: تقنية المعلومات والاتصالات، اللغة الإنجليزية كلغة اجنبية، مواقف، المتعلمون الليبيون.

Introduction

One of the most significant aspects of the twenty-first century, which is regarded as the start of the technological revolution era, has been the use of information and communication technology (ICT) instruments in language acquisition. Many English language learners have benefited from the widespread use of information and communication technology (ICTs), including computers, mobile applications, movies, blogs, etc. "ICT are as

natural as breathing" (Frydrochov Klimova & Poulova 2014, p.53) [1]. Students can learn language, culture, and teamwork skills through technology that will be useful in the workplace of the future. Students can access the flexibility of the course material thanks to mobile learning, which is entirely flexible in its delivery and availability to knowledge due to the readily available internet (Sulaeman et al., 2024) [2]. ICT utilization can help English language learners in improving their language proficiency during the educational process. When professors use ICT in their English language instruction, university students are more engaged in learning the language. The effects of technology use in the classrooms make the students active and enjoy classroom activities. The integration of ICT also increases students' motivation in the EFL context (Paul & Jefferson, 2019) [3]. ICT's impact on student morale in the classroom is a complex topic with a range of potential effects. Depending on how and where technology is used, integrating ICT into educational frameworks can have both beneficial and detrimental effects on student behavior. Students' conduct and ethical issues are greatly influenced by the way ICT is used in educational settings. As students navigate the digital terrain, they may run into ethical challenges due to possible hazards including being exposed to false information, developing a technological addiction, or abusing digital technologies for immoral ends. The necessity to implement a comprehensive strategy for integrating digital ethics into the curriculum is therefore urgent (Abulibdeh et al., 2024) [4]. The complex interactions between how technology is applied, guided, and handled in the classroom determine how much of an impact it has on students' morals. Numerous studies have reported on a range of incidents, such as pupils not paying attention to what their teachers are telling them or not using ICT to its fullest potential. Technology utilization in EFL instruction is out of the students' control (Savira Khaerunnisa et al., 2023) [5]. In other instances, there are benefits, such as pupils handling knowledge in a proactive, self-directed, and productive manner (Ndirangu et al., 2015) [6]. Based on this phenomenon, teachers encounter a number of obstacles that could arise and impact the use of ICT in the classroom. Undoubtedly, numerous studies have examined how students feel about using ICT in the classroom (Mobi et al., 2015; Gorjón & Osés, 2022; Olaore, 2014) [7] [8] [9]. However, it is essential to carry out this study in order to investigate the attitudes of EFL students regarding the study of English. Although various academics agree that there are clear benefits to using ICT in the classroom, a systematic study is necessary to confirm that the university is implementing the ICT skills taught in English department classrooms and to suggest that the best way to accomplish results in universities is to use ICT in the classroom. ICT use in any field contributes to raising standards. in this regard, it is anticipated that ICT will raise university standards from a lower to a higher level. Still, it's unclear if ICT has been applied successfully in a classroom. This study seeks to establish the ways in which ICT is being used by the students at the University of Derna, Al Qubba Campus.

The Problem Statement:
Although various academics agree that there are clear benefits to using ICT in the classroom, a systematic study is necessary to confirm that the university is implementing the ICT skills taught in English department classrooms and to suggest that the best way to accomplish results in universities is to use ICT in the classroom. ICT use in all fields contributes to raising standards. In this regard, it is anticipated that ICT will raise university standards from a lower to a higher level. The question of whether ICT has been used successfully in a classroom still stands. This study aims to determine how ICT is being used based on this question. At the University of Derna, Al Qubba Campus.

Research Questions:
1. What are the attitudes of the Libyan students towards using ICT in learning English language?
2. What are the most ICT tools used by Libyan students?

Objectives of the research:
1. To explore the attitudes of the Libyan students towards using CT in learning English language.
2. To investigate what kind of ICT tools that Libyan students used in learning English.

Literature Review
Information and Communication Technology (ICT)
Information and communication technology, or ICT for short, is any form of technology used to collect, store, process, transmit, and access information. Computer systems, communication networks, hardware, and software for information management, distribution, and transfer make up this system. Information and communication technologies, or ICTs, encompass the full range of technologies used to generate, access, and distribute knowledge and information. Although ICTs are frequently linked to the Internet, they also include broadcast media, satellite systems, landline and mobile phones (Bowman, 2023) [10]. Information and communication technologies, or ICTs for short, are defined as a "diverse set of technological tools and resources used to create, disseminate, store, and manage information," according to Ogenyi et al. (2023) [11]. For the purposes of this primer, this definition is accurate. Telephones, computers, the Internet, and broadcast media like television and radio are examples of

this technology. Business, government, healthcare, entertainment, and education are just a few of the fields that have been significantly impacted by ICT use. There is a lot of promise for English language acquisition when ICT is used in the classroom. It can inspire students and provide an engaging learning environment. The attitudes of the students during the English language learning process will be influenced by the technology tools, including the TV, laptop, projector, and interactive video. The students can use various technological tools to improve their language abilities and provide them with a sense of independence and support (Wang & Hsu, 2020) [12]. In addition to making teaching and learning more pleasant and efficient, technological tools like the internet help boost student enthusiasm and engagement (Al Arif & Handayani, 2022; Rafiee & Naghneh, 2021) [13] [14]. For students, there are numerous benefits to using ICT. The students might have the chance to look for a range of resources. Social engagement (peer conversation and a platform for students to communicate with lecturers or supervisors) and learning motivation and experiential support were two advantages of utilizing ICT in the classroom, such as Social Networking Services (SNS) (Habibi et al., 2018) [15].

The Impacts of ICT
The term "impact of ICT" (information and communication technology) describes the effects or modifications brought about by the application of ICT in different spheres of human existence. ICT can make education more accessible. increase learning opportunities and enhance learning quality by integrating technology into the educational process (Alenezi et al., 2023) [16]. Some studies also provide detailed explanations for a few of the advantages of using ICT in the classroom. ICT use in education can boost student engagement, support interactive and discovery-based learning, and foster creativity and teamwork, according to Okono (2023) [17]. ICT use can increase students' access to education, particularly when it comes to online or remote learning. Other studies, meanwhile, specifically highlight a number of the drawbacks of using ICT for education. The potential for addiction, distraction, and difficulty organizing productive study sessions as a result of excessive or uncontrolled technology use are some of the disadvantages of ICT use, according to Suah (2023) [18]. When utilizing IC, striking the right balance between potential risks and benefits is essential.

Advantages of ICT use for learning English
ICT offers English language learners a wealth of extracurricular learning opportunities. Additionally, numerous studies promoting the benefits of ICT integration in ELT frequently rely on introducing students to new technology, application software, and websites for learning and practicing your English (Zhang et al., 2011) [19]. Learners can access a wide variety of tools, programs, and websites to help them get better at English. Students' language skills, including speaking, listening, writing, and reading, have increased as a result of using ICT tools (Madhavi et al., 2023) [20]. Since the Web has created a conducive learning environment and provided a contemporary platform for understudies, students learn more efficiently when they use innovative devices rather than traditional teaching methods. who has easy access to information (Peregoy & Boyle, 2008) [21]. Furthermore, the open Internet gives students the tools they need for deep learning and exploration today (Gustad, 2014) [22]. As a result, students may access a wealth of information online, which makes learning English easier.

Previous studies on students' ICT use and their attitudes
Both educators and students can benefit from the implications of ICT integration in ELT. Technology has come to be seen as a necessary and practical tool, particularly for teaching English. Students' attitudes toward learning English are improved when ICT is used in ELT (Idowu & Gbadebo,2016; Sabti & Chaichan (2014) [23] [24]. Teachers' and students' attitudes may improve when ICT is used in the classroom (Jiang et al., 2021; Lamb & Arisandy, 2020) [25] [26]. Furthermore, other studies indicate that the advantages of ICT integration in ELT frequently rely on exposing students to new tools, software, and websites for English language acquisition and practice (Chun et al., 2016) [27]. There are so many types of devices, software, and websites that students can use to further their English language proficiency. Students can access real materials to make studying English more enjoyable thanks to internet-based technologies (Shevchenko, 2018) [28]. These gadgets give students the opportunity to communicate, share, and learn. in real-world settings. Sabti and Chaichan (2014) [24] examined the impact of ICT on students' attitudes and barriers. This study includes 30 Saudi students from a high school in Kuala Lumpur, Malaysia. The study found gender disparities in views toward the use of technology in learning English. Female students demonstrated higher and more optimistic attitudes than males. Azar and Nasiri (2014) found that EFL students in Iran have a good attitude towards using mobile phones for learning. Participants in the study believed the tool provided an innovative approach to learning English. This finding of Afshari et al's research (op. cit.) identified two elements that influence students' attitudes towards ICT. Iranian learners value mobile phones for their convenience and portability (Azar & Nasiri, op. cit.) [29]. Baz (2016) suggests similar findings to the Lockley and Hayashi study (op. cit.) [30]. EFL learners in Turkey have a positive attitude towards using technology for learning. The rationale for these
Several factors can influence results, including convenience, efficiency, and increased student involvement. Similar to Aşkar et al's prior study, students' favorable attitude toward ICT appears to be influenced by their beliefs

about it. Baz's (op. cit.) research highlights hurdle in implementing ICT in schools, such as learner laziness and financial constraints. It seems that EFL students primarily show a positive attitude toward the use of technological tools in their foreign language, based on the discussion of several findings and studies about learners' attitudes regarding the use of ICT in English language learning researching. Furthermore, ICT is frequently used in various EFL settings with the aim of improving English language learning quality, according to the review of related studies. The resources offer several advantages to support the learning of EFL students. Additionally, it seems that one of the main justifications for incorporating ICT into the educational system, including the classroom or school, is the attitude of the pupils.

Methodology
This study used a quantitative research design, a descriptive survey design to investigate EFL Libyan learners' attitudes toward the importance of using Information and Communication Technology (ICT) in language learning at University of Derna, specifically the faculty of Arts Al Qubbah Campus. Descriptive survey design is highly effective for gathering numerical data to describe and measure the opinions, attitudes and behaviors of a specific population (Creswell & Creswell, 2018) [31]. In this study 60 EFL undergraduate students participated from the Faculty of Arts at the Al Qubbah Campus of the University of Derna, Libya. The sample included both male and female students aged 18 to 22 years, with varying levels of English proficiency (intermediate to advanced) from different university stage from first to fourth year. All the participants are Libyan EFL learners, and their native language is Arabic. They have been learning English since grade 5 in primary school, usually from the age of 10 years old. The Participation was voluntary and informed there is no possibility for right or wrong answers. Based on nature of the study, the sample size was determined. The sturdy's instrument includes demographic information (gender, age, academic level) followed by a Likert Scale 10 statements with four response categories that were used for data collection, and the participants were asked to signify their disagreement or agreement by selecting an appropriate response category. the ranges from 4 to 1. Whereas 4 is given to agree, 3 to partly agree, 2 to partly disagree, and 1 to disagree. followed by another Likert Scale 10 statements with four response categories were used for data collection and the participants were asked to indicate their frequency of ICT usage or agreement by selecting an appropriate response category the ranges from 4 to 1. Whereas 4 is given to almost always, 3 to often, 2 to sometimes, and 1 to almost never. A pilot study conducted on 10 students to check validity and reliability of research instruments accurate data, reliable and valid results was obtained before the final distribution of the questionnaire survey. Data collection occurred during the Spring semester of 2025 at the Faculty of Arts Al Qubbah Campus. Questionnaires were distributed personally during the classes, with the researcher providing a brief explanation of the study's aims and purposes. Participants took approximately 10 to 15 minutes to complete the questionnaires, and 60 distributed forms were returned from 64. Statistical Package for Social Science SPSS software (Version 27) used to analyze the collected data using descriptive statistics summarized through measures such as means, standard deviations, frequencies, and percentages to identify students' attitudes and perspectives. mean scores above 3.0 were interpreted as positive attitudes, while those below 2.5 indicated negative perceptions. Tables were used to summarize and present all the findings clearly in the results section.

Results and findings
Before showing the results of the study, a demographic description of the participants of the study is essential to be analyzed. the data used in the analysis was collected from 60 EFL Libyan undergraduate students from the Faculty of Arts at the Al Qubbah Campus of the University of Derna, Libya. The details of the participants' demographics are presented in the following:

Table 1 Participants' Demographics

Respondents	Frequency	Percent
Gender	--	--
Male	9	15%
Female	51	85%
Age	--	--
18-20	30	50%
21-24	30	50%
University Stage	--	--
First year	16	26.67%
Second year	13	21.67%
Third year	17	28.33%
Fourth year	14	23.33%

Table 1 indicates a demographics description of the respondents who participated in the study. highlighting gender, age distribution, and their progression in university. Most of the participants were female 51which equal 85%, with a smaller proportion of male participants only 9, which equal 15%. The distribution of the participants' age is evenly split between 18 to 20 and 21 to 24 with 50% for each age group. The distribution of the participants was across all four years of university study, with the largest number of respondents was from third-year students 16 which equal 28.33% while the smallest was only 13 from second-year students 21.67%.

Table 2 Respondents' attitudes towards using various Information and Communication Technology (ICT) tools

SN.	Statements	A	PA	PD	D	Mean	SD
1	Using computer for learning is very important to me.	53.3%	33.3%	0.0%	13.3%	3.27	1.00
2	Using a smartphone for learning is very important to me.	50.0%	43.3%	3.3%	3.3%	3.40	0.70
3	Using ICT tools for learning is very important to me.	46.7%	36.7%	10.0%	6.7%	3.23	0.88
4	I save time if I use a computer for learning.	50.0%	20.0%	26.7%	3.3%	3.17	0.94
5	I save time if I use ICT tools for learning.	46.7%	36.7%	10.0%	6.7%	3.23	0.88
6	I can focus on learning more if I use ICT tools.	40.0%	23.3%	36.7%	0.0%	3.03	0.87
7	I can understand the material much more easily, if I use ICT tools.	46.7%	23.3%	20.0%	10.0%	3.07	1.03
8	I can remember what I've learnt better if I use ICT tools.	46.7%	33.3%	6.7%	13.3%	3.13	1.02
9	ICT tools play an important role in my learning process.	46.7%	40.0%	10.0%	3.3%	3.30	0.78
10	ICT tools make learning faster for me.	30.0%	66.7%	0.0%	3.3%	3.23	0.60

A= Agree, PA = Partly agree, PD = Partly disagree, D = Disagree, SD = Std. Deviation

Table 2 provides a descriptive statistic regarding a questionnaire exploring learners' attitudes towards the role and benefits of Information and Communication Technology (ICT) in their learning. The data includes frequency distributions in percentages across a four-point Likert scale agree, partly agree, partly disagree and disagree also, measures of average mean scores and standard deviation for ten item statements. Generally, respondents show positive attitude towards the use of ICT for learning. All ten statements, the combined percentage of participants who agree or partly agree is typically high, ranging from 63.3% for the statement "I can focus on learning more if I use ICT tools". to a remarkable 96.7% to statement "ICT tools make learning faster for me". In contrast, disagreement with the benefits of ICT is insignificant, with the extreme level of combined disagreement and partly disagree being 36.7% for statement "I can focus on learning more if I use ICT tools". This shows a strong and broad acceptance of technology as a valuable learning tool. The first three statements and statement 9 regarding the importance of various technologies. Overall, 93.3% of respondents stress the importance of smartphones for learning as shown in statement 2 which achieved the highest mean score of 3.40 and the lowest standard deviation of 0.70, 86.6% assert the importance of computers in statement 1with slightly lower mean of 3.27. Moreover, 86.7% of respondents agreed that ICT tools play an important role in their learning process as in statement 9 which had mean score of 3.30 with standard deviation of 0.78. All these statistic data including mean scores for these items emphasize that learners put high value on these digital tools. Furthermore, the findings suggest that the most strongly viewed benefit of ICT is efficiency. Statement "ICT tools make learning faster for me," got the highest level of agreement, with 66.7% partly agreeing and 30% agreeing, Likewise, strong agreement with 86, 83.4% of combined agreement was found for the statement "I save time if I use ICT tools for learning". Also, cognitive advantages such as understanding and memory associated with the use of ICT appreciated by learners specifically in statement "I can understand the material much more easily, if I use ICT tools" which addressing understanding the respondents show a positive tendency agree or partly agree that ICT helps them understand material more easily 70% with the highest mean score (M=3.07). and "I can remember what I've learnt better if I use ICT tools"

that represent memory indicating high mean score (M=3.13) suggesting that ICT tools play significant role in remembering learned material. To sum up, the results indicate that respondents not only consider technology as important but also praise it with making their learning processes faster, more effective, and cognitively valuable. These findings strongly stressed the ongoing application and rise of technology-based pedagogical strategies, as learners are obviously receptive to and valued that ICT tools bring to their learning.

Table 3 ICT tools used for learning English

SN.	Statements	1	2	3	4	Mean	SD
1	E-Books	13.3%	33.3%	26.7%	26.7%	2.66	1.02
2	E-mail	23.3%	33.3%	13.3%	30.0%	2.50	1.16
3	Social media (e.g. Facebook, Twitter)	6.7%	16.7%	13.3%	63.3%	3.33	0.99
4	Smartphone apps	6.7%	23.3%	16.7%	53.3%	3.16	1.01
5	Monolingual dictionaries (e.g. Cambridge / Oxford / Duden)	23.3%	46.7%	23.3%	6.7%	2.13	0.86
6	Internet browsers	16.7%	20.0%	26.7%	36.7%	2.83	1.11
7	Instant messaging / text chat (e.g. Facebook, Messenger, What's app)	26.7%	16.7%	30.0%	26.7%	2.56	1.16
8	Photo editing	36.7%	36.7%	16.7%	10.0%	2.00	0.98
9	Presentations (e.g. PowerPoint, Prezi)	16.7%	36.7%	20.0%	26.7%	2.56	1.07
10	Spellcheck.	40.0%	16.7%	23.3%	20.0%	2.23	1.19

1 = Almost Never, 2 = Sometimes, 3 =Often, 4 = Almost Always, SD = Std. Deviation

Table 3 presents descriptive statistics on the frequency of use of numerous information and communication technology (ICT) tools for learning English. The respondents classified their usage of ten different tools on a four-point Likert scale, categorized as: 1 = Almost Never, 2 = Sometimes, 3 = Often, and 4 = Almost Always. The table presented the percentage distribution of responses along the four scale points, across with the mean scores to demonstrate their tendency and standard deviation. The findings indicate that social interactive and mobile-based technologies playing a significant role in English language learning, technology tools that received high frequency usage such as social media (e.g., Facebook, Twitter) emerged as the most frequently utilized tool, with mean score (M = 3.33). This high mean is strongly supported by the response distribution, where a significant majority of participants 63.3% confirmed that they almost always use social media in language learning. Additionally, smartphone apps received a high mean score (M = 3.16), with 53.3% of respondents indicating almost always usage. Other tools with moderate usage among respondents like using internet browsers which got moderate mean score (M = 2.83) with 36.7% of participants almost always usage, following closely the use of E-Books received 26.7% with mean score (M = 2.66) are used with moderate frequency. Other tools signified a lack of agreement such as spellcheck (M = 2.23), E-mail (M = 2.50), and instant messaging / text chat. For instance, instant messaging received moderate mean score (M = 2.56) shows nearly equal percentages of respondents using it almost never (26.7%) and almost always' (26.7%). This suggests that while it is a crucial learning tool for few numbers of the population and largely disregarded by another. Similarly to E-mail, where 30% of users report almost always usage, while 23.3% report almost never. This inconsistency between respondents indicates that the value of these tools for language learning is dependent on learner's preferences and context. Tools like photo editing software were the least used tool, which got the lowest mean score among the ten statements (M = 2.00). This is confirmed by the response distribution, where a combined of almost never and sometimes 73.4% of respondents use it with (36.7%) each that indicates its marginal role in language learning tools. Likewise, monolingual dictionaries (e.g., Cambridge / Oxford / Duden) illustrated a low frequency of use (M = 2.13). signifying a strong agreement among respondents that this tool is not used often, with most participants (46.7%) choosing sometimes. To conclude, the findings indicate a strong tendency towards the implementation of highly interactive, mobile, and socially integrated platforms like social media and smartphone apps. On the other hand, traditional specific digital tools such as monolingual dictionaries, photo editing software, and even spellcheckers are used less used regarding language learning. The diversity in using tools like instant messaging and e-mail reflects the variety of digital environments that learners are dealing with. These findings have significant pedagogical implications for educators and curriculum designers, proposed that activate students' applicable digital habits with common platforms may be a more effective strategy for technology integration than relying on more traditional digital learning tools.

Discussion

This study aimed to investigate the attitudes of Libyan EFL learners at the University of Derna, Al Qubbah campus, toward the importance of ICT in their English language learning and to identify the specific tools they frequently use in learning English language. The findings expose a positive attitude towards the integration of

technology in their educational practices, like previous study in other EFL contexts (Azar & Nasiri, 2014; Baz, 2016) [29] [30]. The first research question attempted to find out students' overall attitudes towards using ICT in learning English language. The result indicates that students not only consider ICT as important but also as a provoking for more effective learning. The high level of agreement among students with statements that ICT makes learning faster and saves time suggests that students value technology basically for its ability to facilitate their learning process. The positive responses regarding to the role of ICT in improving comprehension and memory refer to a greater appreciation of its cognitive advantages, supporting findings by Wang & Hsu (2020) that technology can offer a feeling of independence and support [12]. Moreover, the finding indicates that students were less certain about the ability of ICT in improving attention. The results for the second research question, which determined the most ICT tools frequently used by students in English language learning. Many students prefer social media and smartphone apps show a possible paradox that the very platforms students use most for learning are also those most allied with distraction (Suah, 2023) [18]. The investigation of ICT tool usage gives a clear idea on the modern EFL learner's digital habitat. The domination of interactive and social platforms over traditional educational tools is important for this generation. The low usage of monolingual dictionaries and spellcheckers is principally notable for nowadays language learners. Relying on accessible ICT tools like bilingual translators merged in internet browsers or mobile apps may less associate with pedagogical values. This provides a clear opportunity for pedagogical intervention by guiding students toward more efficient technological resources for language acquisition.

Conclusion

The study concluded that that Libyan EFL students at the University of Derna, Al Qubbah campus, preserve a positive attitude towards the importance a of using ICT in learning English. They recognize technology as a crucial tool that can make their learning faster, easier and more effective, with cognitive benefits. The most frequent tools used are mobile-based, social and interactive in nature, particularly social media and smartphone applications. The result has an important pedagogical implication. Through the positive behavior of students towards integration learning with ICT should be consider as an invitation for educators to more create considered deeply integrate technology into the EFL curriculum rather than preventing the students using that tools, teachers and instructors could use plat those like social media for controlled learning activities. However, the study also indicates a significant need for improving technological literacy instruction. Educators should direct students on how to manage and avoid the inherent distractions of these platforms and introduce them to a wider domain of specialized ICT tools, such as online monolingual dictionaries, thesauruses, and advanced grammar checkers, that can overpoweringly support language learning development.

This study was limited by its sample size and its emphasis on only one Libyan public university campus, which may not represent all Libyan EFL students. For further research it could expand on these findings through a large-scale quantitative study across various educational institutions. Additionally, a qualitative approach including interviews would be informative to figure out "why" behind students' tool preferences and their strategies for navigating distractions, providing a richer understanding of their technological learning experiences.

Compliance with ethical standards

Disclosure of conflict of interest

The author(s) declare that they have no conflict of interest.

References

[1] Klimova, B. F., & Poulova, P. (2014, February). ICT as a motivational tool in the learning of foreign languages. In *Proceedings of the 2014 International Conference on Educational Technologies and Education* (pp. 53-56).

[2] Sulaeman, D., Fadillah, E. N., Ridwan, T., Santika, R., Salsabila, I. N., & Setiawan, D. (2024). EFL Learners' Attitudes on the Use of ICT-Based Learning as Efforts in Improving English Language Achievement. *JOLLT Journal of Languages and Language Teaching*, *12*(3), 1573–1583. https://doi.org/10.33394/jollt.v12i3.11388

[3] Paul, J., & Jefferson, F. (2019). A comparative analysis of student performance in an online vs. face-to-face environmental science course from 2009 to 2016. *Frontiers in Computer Science*, *1*, 7.

[4] Abulibdeh, A., Zaidan, E., & Abulibdeh, R. (2024). Navigating the confluence of artificial intelligence and education for sustainable development in the era of industry 4.0: Challenges, opportunities, and ethical dimensions. *Journal of Cleaner Production*, *437*, 140527.

[5] Khaerunnisa, S. S., Faryanis, I., Aisy, A. R., & Charisma, D. (2023). EFL teachers' obstacles towards ICT integration in EFL classroom context. *Indonesian EFL Journal*, *9*(1), 63-74.

[6]   Wilson, S., Lydiah, N., & Pachomius, W. (2015). School's preparedness in information communication technology integration in teaching and learning in public secondary schools. A case of Kieni east sub-county Nyeri County, Kenya. *IOSR Journal of Humanities and Social Science*, *20*(2), 90-99.

[7]   M Mobi, I., U Onyenanu, I., & C Ikwueto, O. (2015). A study of the negative influences of ICT on secondary school students in Nigeria. *American Academic & Scholarly Research Journal*, *7*(5).

[8]   Gorjón, L., & Osés, A. (2022). The negative impact of ICT overuse on student performance: evidence from OECD countries.

[9]   Olaore, I. B. (2014). The Impacts (Positive and Negative) of mathematics on Education. *Developing Country Studies*, 4(23), 2224–2226.

[10] Bowman, W. M. (2023). (Introduction): The Project of Managing, Regulating, and Implementing ICT in East Africa. In *Digital Development in East Africa: The Distribution, Diffusion, and Governance of Information Technology* (pp. 1-24). Cham: Springer International Publishing.

[11] Ogenyi, F. C., Eze, V. H. U., & Ugwu, C. N. (2023). Navigating Challenges and Maximizing Benefits in the Integration of Information and Communication Technology in African Primary Schools. *International Journal of Humanities, Management and Social Science (IJ-HuMaSS)*, *6*(2), 101-108

[12] Wang, Y. C., & Hsu, L. (2020). Shall we go to the MALL?—Students' perceptions of a business English learning app. *International Journal of Information and Education Technology*, *10*(2), 110-116. https://doi.org/10.18178/ijiet.2020.10.2.1348.

[13] Al Arif, T. Z. Z., & Handayani, R. (2022). Factors influencing the use of ICT for English language learning of Indonesian EFL university students. *Elsya: Journal of English Language Studies*, *4*(1), 24-33.https://doi.org/10.31849/elsya.v4i1.6882.

[14] Rafiee, M., & Abbasian-Naghneh, S. (2021). E-learning: development of a model to assess the acceptance and readiness of technology among language learners. *Computer Assisted Language Learning*, *34*(5-6), 730-750. https://doi.org/10.1080/09588221.2019.1640255.

[15] Habibi, A., Mukmının, A., Rıyanto, Y., Prasojo, L. D., Sulıstıyo, U., Sofwan, M., & Saudagar, F. (2018). Building an online community: Student teachers' perceptions on the advantages of using social networking services in a teacher education program. *Turkish Online Journal of Distance Education*, *19*(1), 46-61.

[16] Alenezi, M., Wardat, S., & Akour, M. (2023). The Need of Integrating Digital Education in Higher Education: Challenges and Opportunities. *Sustainability*, *15*(6),4782. https://doi.org/10.3390/su15064782.

[17] Okono, E. O. (2023). Implications Of Virtual Laboratory-Based Instruction On Students' learning of Physics in Secondary Schools in Kenya.

[18] Suah, P. A. (2023). *The Impact Of Smartphone Addiction And Distraction On The Psychological Wellbeing And Academic Performance Of University Students In North Cyprus* (Doctoral dissertation, Thesis, Near East University).

[19] Zhang, H., Song, W., & Burston, J. (2011). Re-examining the effectiveness of vocabulary learning via mobile phones. *Turkish Online Journal of Educational Technology-TOJET*, *10*(3), 203-214.

[20] Madhavi, E., Sivapurapu, L., Koppula, V., Rani, P. E., & Sreehari, V. (2023). Developing learners' English-speaking skills using ICT and AI tools. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, *32*(2), 142-153.

[21] Boyle, O. (2008). *Reading, writing, and learning in ESL: a resource book for teaching K12 English learners*. Allyn and Bacon.

[22] Gustad, A. R. (2014). The impact of technology tools on literacy motivation on elementary school English language learners: Podcasting in a 4th grade EAL class. *International Schools Journal*, *34*(1).

[23] Idowu, S. O., & Gbadebo, A. D. (2016). Extent of utilization of information and communication technology tools by English language teachers in Ijebu-Ode and Odogbolu local government areas of Ogun State, Nigeria. *International Journal of Arts & Sciences*, *9*(4), 589.

[24] Sabti, A. A., & Chaichan, R. S. (2014). Saudi high school students' attitudes and barriers toward the use of computer technologies in learning English. *SpringerPlus*, *3*(1), 460. https://doi.org/10.1186/2193-1801-3-460.

[25] Jiang, M. Y. C., Jong, M. S. Y., Lau, W. W. F., Meng, Y. L., Chai, C. S., & Chen, M. (2021). Validating the general extended technology acceptance model for e-learning: Evidence from an online English as a foreign language course amid COVID-19. *Frontiers in Psychology*, *12*, 671615. https://doi.org/10.3389/fpsyg.2021.671615.

[26] Lamb, M., & Arisandy, F. E. (2020). The impact of online use of English on motivation to learn. *Computer Assisted Language Learning*, *33*(1-2), 85-108. https://doi.org/10.1080/09588221.2018.1545670.

[27] Chun, D., Kern, R., & Smith, B. (2016). Technology in language use, language teaching, and language learning. *The modern language journal*, *100*(S1), 64-80. https://doi.org/10.1111/modl.12302.

[28] Shevchenko, M. V. (2018). The role of authentic videos in teaching English at technical universities. *Advanced Education*, 66-70. https://doi.org/10.20535/2410-8286.57306.

[29] Azar, A. S., & Nasiri, H. (2014). Learners' attitudes toward the effectiveness of mobile assisted language learning (MALL) in L2 listening comprehension. *Procedia-Social and Behavioral Sciences*, *98*, 1836-1843. https://doi.org/10.1016/j.sbspro.2014.03.613

[30] Baz, E. H. (2016). Attitudes of Turkish EFL Student Teachers towards Technology Use. *Turkish Online Journal of Educational Technology-TOJET*, *15*(2), 1-10. http://files.eric.ed.gov/fulltext/EJ1096409.pdf.

[31] Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.