



**African Journal of Advanced Studies in
Humanities and Social Sciences (AJASHSS)**
المجلة الإفريقية للدراسات المتقدمة في العلوم الإنسانية
والاجتماعية

Online-ISSN: 2957-5907

Volume 2, Issue 4, October-December 2023, Page No: 395-404

Website: <https://aaasjournals.com/index.php/ajashss/index>

معامل التأثير العربي 2023: 1.25

SJIFactor 2023: 5.58

ISI 2022-2023: 0.510

Undergraduate EFL students' Perception towards Online Learning and Its Impact on English Language Learning in Libya

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Received: September 24, 2023

Accepted: November 21, 2023

Published: November 27, 2023

Abstract:

The study examines the EFL students' perceptions of online learning and its impact on English language learning. Also, it investigates the factors associated with using the Internet in improving students' language skills. The sample of this study is 44 students who are studying English as a foreign language at the Faculty of Engineering, Bright Star University of Technology in Libya. The study utilized a quantitative approach to achieve the objectives of the study. The findings reveal that students have a moderate level (with a mean of 3.3739) of perception towards online learning and its impact on learning the English language. Besides, the study found there are no statistically significant differences in the perceptions of the students towards the Internet and its impact on English language learning related to students' gender, whereas there are statistically significant differences in the perceptions of the students attributed to students' experience in computer and Internet and how often they use the Internet weekly. The study recommends applying e-learning to enhance learning English language.

Keywords: English language learning, internet, EFL learners, online learning, gender.

Cite this article as: A. M. Toubot, "Undergraduate EFL students' Perception towards Online Learning and Its Impact on English Language Learning in Libya," *African Journal of Advanced Studies in Humanities and Social Sciences (AJASHSS)*, vol. 2, no. 4, pp. 395–404, October-December 2023.

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تصورات طلاب اللغة الإنجليزية كلغة أجنبية الجامعيين نحو التعلم عبر الإنترنت وأثره على تعلمهم للغة الإنجليزية في ليبيا

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المخلص

تبحث هذه الدراسة في تصورات طلاب اللغة الإنجليزية كلغة أجنبية حول التعلم عبر الإنترنت وتأثيره على تعلمهم للغة الإنجليزية. بالإضافة لذلك يدرس هذا البحث العوامل المرتبطة باستخدام الإنترنت في تحسين المهارات اللغوية لدى الطلاب. استخدمت الدراسة عينة من 44 طالب يدرسون اللغة الإنجليزية كلغة أجنبية في كلية الهندسة بجامعة النجم الساطع للتكنولوجيا في ليبيا. تم استخدام النهج الكمي لتحقيق أهداف الدراسة. أظهرت نتائج الدراسة أن لدى الطلاب مستوى متوسط (بمتوسط حسابي 3.3739) في إدراكهم للتعلم عبر الإنترنت وأثره في تعلم اللغة الإنجليزية. كما توصلت الدراسة إلى عدم وجود فروق ذات دلالة إحصائية لتصورات الطلاب نحو الإنترنت وتأثيره على تعلم اللغة الإنجليزية تتعلق بجنس الطلاب، بينما أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية لتصورات

الطلاب تعزى إلى خبرتهم في استخدام الحاسوب والانترنت وعدد مرات استخدامهم للانترنت أسبوعياً. وفقاً لهذه النتائج اوصت الدراسة باستخدام التعليم الإلكتروني لتعزيز تعلم اللغة الإنجليزية.

الكلمات المفتاحية: تعلم اللغة الإنجليزية، الإنترنت، متعلمي اللغة الإنجليزية كلغة أجنبية، التعلم عبر الإنترنت، الجنس.

Introduction

The English language is now firmly entrenched as the universal language of communication. It is the language of international travel, international communication networks, international enterprises, international conferences, international education, and international research (Godwin-Jones, 2020). All of this means that English is the world's most spoken language. It is a universal language. No language has ever had this kind of reach, and there has never been so much communication among the people in the global (Cao, et al., 2020, Hopkyns, 2020).

The English language has become an essential subject in all Libyan schools today. Using the English language would assist in developing the information technology sector. This is consistent with the challenge faced by the Ministry of Education and Educationists in Libya today (Elabbar, 2023). This challenge is due to preparing learners for this era and the new millennium to contribute to developing the country. According to Diaab (2016) many Libyan English language teachers lack adequate teaching approaches that can help to improve the student's proficiency in English. Also, it is a daily challenge for EFL teachers to keep their learners interested and engaged in teaching and learning the English language. English Students may not be highly motivated, they may grow bored, they may learn little and the lesson may not be considered effective if the EFL teacher does not plan the class with appropriate objectives and activities and use interesting means in teaching such as applying technology (Kiehelä, 2021).

There has been a considerable amount of investment in computers in schools today. Indeed, technology has been embraced in education for several years in several countries (Arkorful, et al., 2021). However, using technology in education is not commonly used in the Libyan curriculum. Why do some students still have multimedia challenges and rely so heavily on their teachers in school? Why don't they try to see what the internet can do to advance their education or their English language skills? Especially nowadays, where the globe faces a high risk of contagious pandemics, students need to learn how to use the internet for educational purposes (Nihayati and Indriani, 2021). Millions of schools and institutions globally have been forced to temporarily close due to the COVID-19 health emergency to slow the spread of the lethal virus. Consequently, many countries decided to close schools and universities, including Libya. Because of this issue, teaching and learning processes in Libyan schools should turn students into active rather than passive learners, as well as raise their understanding of using multimedia in instruction. Students must determine their needs and endeavour to be original and creative in their learning if they want to advance and become exceptional individuals in many aspects. (Bahari, 2023, Hazaea, 2021, Rahim and Chandran, 2021, Zheltukhina, et al., 2023).

2. Review of related studies

2.1. EFL students' perceptions towards online learning

To facilitate teaching and learning, as well as to use means of connecting teachers with the world, academics are increasingly embracing technology and telecommunications (Hidayat, et al., 2022, Ifeakor, 2021, Kannan and Munday, 2018, Nadezhda, 2020, Nematullayevna, 2022, Qian, et al., 2022, Shahram, et al., 2020). Because information technology can provide teachings in novel and varied ways and provide active and experiential learning, academics believe integrating it into the classroom will spur innovation and change (Alghasab, et al., 2020, Hoang and Nguyen, 2019, Kharatova and Ismailov, 2022).

In a study on using Information and Communication Technology ICT, Tri and Nguyen (2014) investigated the use of ICT among EFL students regarding how often they use it, for what purposes they use it, and their beliefs and expectations about using Technology in learning. The study found that most EFL students (82.6%) had positive opinions toward the benefits of ICTs in English learning. According to the statistics, participants indicated that using ICTs to teach languages was effective and potentially enhanced vocabulary, grammar, speaking, reading, and writing abilities (Tri and Nguyen, 2014).

Farooq and Javid (2012) conducted a study on EFL undergraduate students at Taif University in Saudi Arabia to investigate the availability of access to computers and the Internet in learning English. Also, the study examined the students' perceptions about using technology in learning English. The study revealed that most EFL learners have access to computers and the Internet, but their teachers do not encourage them to use the Internet in learning EFL.

To examine EFL students' attitudes toward using mobile in learning, Dashti and Aldashti (2015) researched 300 female undergraduate students in the English and French departments at Kuwait University. The results showed that (80.3%) of students think it is critical and helpful to use mobile devices in the learning and teaching process,

as well as it helps them enrich their vocabulary and improve their grammar. They hope the teachers will spend more time using mobile devices in the classroom. They think teachers have a vital role in making the process of teaching and learning smoother and more effective. In the same way, Kosasih, et al. (2023) studied the perceptions of 21 graduate English language students about online learning at The University of Terbuka, Indonesia. The research concluded that learners have a favorable opinion of online education.

Rahim and Chandran (2021) examined the perceptions of 21 EFL undergraduate students in universities in Afghanistan after they experienced learning through the Internet during the COVID-19 pandemic. The findings showed that students believe that learning EFL online has better outcomes than traditional classroom classes, and they complained about the lack of infrastructure, reliable electricity connections, and constrained internet bandwidth. Besides, students explained that teachers and students who are not ICT literate are all obstacles impeding the adoption of e-learning in Afghanistan's higher education system.

In contrast Okyar (2023) studied the perspectives of 108 EFL Turkish students about learning English online during the COVID-19 epidemic. The findings indicated that most students favor in-person English instruction in a classroom environment over distance learning. Furthermore, the study's findings indicated that students' negative perceptions of distance learning were a result of the challenges they faced, which included technical glitches, health concerns, attention problems, a lack of interaction and opportunity to speak the target language, feelings of loneliness and anxiety, and low motivation. Despite some positive comments about online learning, such as distance learning is more comfortable for shy students. These findings have been supported by Ifanti, et al. (2023) who stated that EFL tertiary Indonesian students had a low level of motivation to learn English online during the COVID-19 pandemic, which hurt their accomplishments and performance in English. Thus, the researchers conducted a study on 72 EFL students to examine their perceptions about their demotivation and how can be reduced. The study revealed that students' demotivation was caused by their lack of online learning experiences which may reflect negatively on their achievement.

Mat (2002) conducted a study to investigate the perceptions of 30 ESL students from China, Japan, Korea, and Malaysia about using the Internet and its impact on learning the English language. Mat's study tried to improve students' language skills by implementing ICT Information and Communications Technology in teaching fifteen hours of the English language course. The findings indicated that learners have a medium level of perception towards the Internet and its online impact on English learning. Besides, the findings showed there is no statistically significant difference in students' perception towards the internet and its impact on learning the English language related to students' gender, age, and background on computers and the internet. The study recommended conducting more empirical studies in different conditions. Therefore, the present study uses different conditions where it is conducted on EFL students who have almost the same English language background and speak the same mother tongue. Besides, this study does not aim to improve the EFL learners' language skills, but it examines their perceptions towards using e-learning and its impact on their learning, as well as whether or not there are variables associated with using the internet in helping them enhance their language skills. The study did not allocate online courses, but it was conducted after the students had experienced actual online learning for one semester due to the COVID-19 epidemic.

2.2 Impact of online learning on EFL learners

Reza (2018) research reveals that the Internet offers new opportunities for assisting EFL students in language learning. Also, the study suggests that internet-based activities could enliven EFL classes. The researcher noted that the technology fosters interaction between teachers and students, offers understandable input and output, aids the development of critical thinking skills, makes learning and teaching more student-centered, encourages students' autonomy and builds their self-confidence, and heightens students' motivation to learn a foreign language. In the same vein, Abukhattala (2016) conducted research in Libya to examine the preparedness and desire of English language instructors to incorporate technology in several secondary schools in Misurata. According to the study, everyone who took part was open to using technology in the process of teaching English as a foreign language. The researcher also noted that although the students were constrained by a lack of equipment access, a lack of professional assistance, and a lack of trust in their computer literacy, they employed technology since it offered an alternative form of presentation and inspired them (Abukhattala, 2016).

Abdellatif, et al. (2023) conducted a study on 381 students at Ajman University in the United Arab Emirates (UAE) to examine the connection between the intensity of student socio-pedagogical communication following the switch to remote learning and the digital learning experience during the COVID-19 pandemic in 2020. The study found that factors like the communication focus of the lectures and the interactive aspect of the courses have a beneficial influence on the level of student communication following the switch to distant learning.

According to, Saito and Hanzawa (2018) listening (spoken input) and reading (written input) are the only two routes for receiving language input, and both are important for the development of language proficiency as a whole. Therefore, to make reading enjoyable and then ensure comprehensible input Abdi (2013) conducted a study on 49 Iranian EFL learners to examine the impact of using hypertext resources as a means of electronic learning compared to ordinarily written resources on students' ability to read comprehension. The study revealed that working with hypertext materials improves students' reading comprehension skills more than using non-digital materials.

Jiang, et al. (2023) examine the effects of online learning on 293 EFL learners' motivation, anxiety, and attitude at the Language Institute in Ahvaz in Iran. The results showed that online learning has a positive impact on EFL learners' motivation, anxiety, and attitudes.

During the COVID-19 epidemic, Yuan (2023) studied 492 Chinese students learning English as a foreign language (EFL) online in terms of their foreign language classroom anxiety (FLCA) and foreign language enjoyment (FLE). The findings revealed that learners have a higher level of foreign language enjoyment (FLE) and a lower level of foreign language classroom anxiety (FLCA) due to online learning.

Asratie, et al. (2023) conducted a study on 82 (IT) students who are studying English as a foreign language to investigate the effect of using, FORVO, YouGlish, and OALD 8th ed as technological tools, on their speaking performance. The study concluded that using technology in education enhances learners' speaking performance

Nosa (2023) conducted experimental research to investigate the influence of online learning using WhatsApp application on 72 EFL Indonesian students' grammar ability in the first semester Negeri 2 Tanggamus. The study found that using WhatsApp as a means of instruction has a positive impact on EFL learners in learning English grammar.

Trokeloshvili and Jost (1997) observed whether using the Internet in language training has positive effects in boosting language production, particularly in written English. Students worked on activities and projects in the first phase of the study that required them to utilize the Internet to engage in a newsgroup debate, learn how to use it generally and produce content for a personal webpage (Trokeloshvili and Jost, 1997). The requirement that students should use written English in all aspects of task completion is confirmed by (Twining, 2002) who ascertains that the impact of new technology on learning is to raise the level of learning through activities, and it also evidence to support the idea that using technology as a mediator can improve learning.

3. Research questions

Based on the objectives of the paper, the research questions are:

1. What level of perception do Libyan EFL students have toward the Internet and the effects it has on online English learning?
2. What are the factors connected with using the Internet to improve EFL learners' language skills?

4. Methodology

4.1. Participants

The population study is 650 students in five departments, Electrical Engineering, Chemical Engineering, Materials Engineering, Mechanical Engineering, and Petroleum Engineering, who study English twice throughout their study at the Faculty of Engineering, Bright Star University of Technology in Libya. In addition to the English language, they study another five subjects in English namely, transport phenomena, chemical reactions, separation processes, control, and heat transfer. Like other countries, Bright Star University of Technology adopted online learning during COVID-19 in the Spring semester of 2021-2022. The survey was distributed after the students had experienced online learning. The sample of this study consisted of 44 EFL students at Bright Star University of Technology. The participants of this research have been randomly selected from the population of the study whose ages range from 18 to 26 years. The participants' mother tongue is Arabic, and they have almost a similar background in the English language.

4.2 Instrument

Mat (2002) questionnaire has been adopted to achieve the present research objectives.

4.3 Data collection

To conduct this study, the researcher requested permission from the dean of the Faculty of Engineering to administer the questionnaire. After obtaining consent, the questionnaire was distributed to 44 students during their English classes. Students were required to answer all the survey questions in one hour. Also, the participants were informed in advance that the survey results would be confidential and utilized only for scientific purposes.

5. Results and discussion

The quantitative data was analyzed using SPSS to answer research questions. The reliability of each factor in the questionnaire is computed. Cronbach's Alpha for factor A (Student's Background in the use of computers and the internet) is 0.680, whereas Cronbach's Alpha for factor B is 0.906. All these Cronbach's Alpha values are more than an accepted value which according to Sekaran and Bougie (2016) is (0.60).

Research question 1 What level of attitudes do Libyan EFL students have toward the Internet and the effects it has on online English learning?

To answer the first research question and measure students' perceptions toward the internet and the effect it has on online English learning, students responded to twenty-third items of factor B in the research survey. Students responded to each item in factor B according to the 5-point Likert Scale. Table 11 shows students' responses where their responses to both alternatives (strongly agree and agree) were combined to indicate the percentages of students who are agreeable to each item.

Table 1 Distribution of perceptions towards Internet and its impact on English learning

Statement		SD+D	UN	A+SA
I like learning English via the Internet because it offers me the opportunity to improve my listening skill.	F %	16 36.3	8 18.2	20 45.4
I like learning English via the internet because it offers me the opportunity to improve my reading skill.	F %	9 20.9	9 20.9	25 58.2
I like learning English via the internet because it offers me the opportunity to improve my speaking skill.	F %	12 28.0	10 23.3	21 48.9
I like learning English via the internet because it offers me the opportunity to improve my writing skill.	F %	5 12.2	13 31.7	23 56.1
I like learning English using the internet because it helps me with my vocabulary enrichment.	F %	6 14.0	10 23.3	27 62.8
I like learning English using the Internet because it helps me with my grammar accuracy.	F %	9 21.4	9 21.4	24 57.1
I like learning English using the Internet because it helps me improve my pronunciation.	F %	5 11.7	11 25.6	27 62.8
The websites designed for English language learning on the Internet are very interesting.	F %	9 20.9	10 23.3	24 55.8
Learning English via Internet is more fun than learning English in the classroom.	F %	15 36.6	11 26.8	15 36.6
Learning English via the Internet enhances my learning in the classroom.	F %	8 19.5	14 34.1	19 46.3
I learn a great deal from the websites or the Internet than from the lessons in the classroom.	F %	8 20.0	12 30.0	20 50.0
English language learning needs to be accompanied with online activities which will enrich my vocabulary.	F %	11 27.5	12 30.0	17 42.5
Some of the language websites offer me language games which are in fact good for my vocabulary building.	F %	8 20.0	14 35.0	18 45.0
I play more attention to choosing the right word when I write e-mails.	F %	9 22.0	14 34.1	18 43.9
When I browse the Internet, some search engines navigate me to the online grammatical exercises which gives me the opportunity to practice more.	F %	12 30.0	9 22.5	19 47.5
Internet/based grammatical exercise is a useful tool which helps me improve my language accuracy.	F %	8 20.0	11 27.5	21 52.5
Chatting in chat rooms improves my speaking skill.	F %	11 28.2	10 25.6	18 46.1
E-mail also helps me to deal with my day-to-day communications in English.	F %	10 27.7	8 22.2	18 50.0
Sending e-mails would improve my writing skill.	F %	12 30.8	11 28.2	16 41.0
I believe that if I send e-mail regularly, it helps me to express my thoughts better.	F %	9 25.0	9 25.0	18 50.0
The instructions of the English language websites on the Internet are very clear and easy to follow.	F %	10 23.8	11 26.2	21 50.0

Using the Internet, I can learn English at my own pace without having to think about my teacher or friends.	F %	6 14.3	12 28.6	24 57.2
The feedback / response for each exercise online is clear and stimulating.	F %	8 19.0	15 35.7	19 45.3

Table 1 shows the percentage of the two choices (agree and strongly agree). The results show that participants responded to more than half of the questionnaire items (12 items out of 23) by more than 50%, and they responded to 10 items by more than 40% and only to one item for more than one-third (36.6%). In addition, the highest percentage of students' responses is 62.8 % where they show their enjoyment of using the internet in their learning English because they find it helpful in both vocabulary enrichment (item 5) and improving their pronunciation (item 7).

Results show that students respond with a range of 58.2% to 55.8 % to indicate that learning via the internet allows them to improve their reading skills, enable them to be self-autonomous learners, improve their grammar accuracy, improve their writing skills, and express their agreement on that English language learning websites are catchy. Besides, 52.5 % of the respondents find that internet-based English exercises are auxiliary in improving their language accuracy. In addition, students responded with 50% that they learn more through e-learning than in the classroom, using emails helps them improve their daily communication in English and express their thoughts better, and they believe that the instruction on the websites is very understandable.

The percentages of strongly agree and agree range from 48.9 % to 45.0 % to show that students prefer learning English using the Internet because the Internet offer them the opportunity to improve their speaking skill, online search engines lead them to practice more grammatical exercises, online learning enhances their learning in actual classrooms, chatting rooms improve their speaking skill, learning English via the Internet offers them the opportunity to improve their listening skill, responding to online exercise is clear and stimulating, and language games help them learn more vocabulary.

Also, the data in Table 1 shows that students responded to both choices (strongly agree and agree) with percentages of 43.9, 42.5, and 41.0 that learning online makes them pay attention to write accurate emails, which in turn improves their writing skills as well as they believe learning English should be accompanied with online activities to enrich their vocabulary. Furthermore, 36.6 % of respondents expressed that learning English via the Internet is more fun than learning English in the classroom.

The percentages from Table 1 contribute to the levels of perceptions in Table 2 in examining students' level of perceptions towards the internet and its impact on English learning. The respondents' mean scores were computed through descriptive statistics. The students' levels of perception about the internet and its effect on online English learning were interpreted according to Yılmaz (2010) where the mean scores of 1- 2.5 show low level, 2.6 - 3.7 medium level, and 3.8 to 5 high level.

Table 2 Frequencies and percentages of participants' level of perception towards internet and its impact on English learning.

Mean Scores Range	Level of Perception	Frequencies	Percentages
1-2.5	Low level of perception	5	11.36
2.6-3.7	moderate level of perception	23	52.27
3.8-5.00	high level of perception	16	36.36
Total		44	100
Total Mean	3.3739		

From the findings, the students' level of perception toward the internet and its impact on English learning is medium, with 52.27 % and a mean score of 3.3739. This result goes with Mat's (2002) study. In contrast, only 11.36 % of students show a low level, and 36.36 % of them show a high level of perception towards online learning. Results concluded that the vast majority of students 39 out of 44 students (23 students with moderate level plus 16 with high level) expressed their agreement that learning the English language using the internet has a positive impact on their English learning in the four English skills.

Based on these findings, learning English online is more interesting than in real classrooms. Besides, learning English online makes the learning process student-centered, where teachers work as facilitators of the teaching process. Being students satisfied with learning EFL online rather than in traditional classrooms could be attributed to what Jiang, et al. (2023) found that online learning increases students' motivation and decreases their anxiety,

whereas being students active learners could be related to what Reza (2018) concluded that online learning makes learning and teaching more student-centered. On the other hand, these findings contradict Okyar (2023) study in which students prefer studying EFL in regular classrooms to distance learning as the study associated that with technical issues students encountered while studying online as well as students' high levels of anxiety due to epidemic COVID-19 where the study has been conducted.

In addition, using the internet in EFL learning has a valuable impact on enhancing students' vocabulary, grammar, speaking, reading, and writing abilities, and this is in line with what these scholars concluded (Asratie, et al., 2023, Nosa, 2023, Tri and Nguyen, 2014). In addition, using online materials in learning EFL helps students practice more exercises and obtain better comprehensible input. This result goes with the (Abdi, 2013) findings.

Research question 2 What are the variables connected with using the Internet to improve EFL learners' language skills?

To investigate the factors associated with the use of the Internet in improving students' language skills an independent t-test was computed on students' gender, their knowledge of computers, knowledge of the Internet, whether or not they read materials online, and whether or not they have a computer as shown in table 1. Also, to examine the variables connected with using the Internet to improve EFL learners' language skills, the Analysis of Variance (ANOVA) test was computed on students' age, years of experience in using the computer, their years of experience in using the Internet, frequency of using the Internet, daily received e-mails, and daily sent e-mails as shown in Table 4.

Table 3 Mean difference between perceptions of students towards the Internet and selected variables.

variable	f/ N	mean	SD	t	p
Gender					
Male	23	3.4386	.70014	.679	.501
Female	21	3.3032	.61422		
Knowledge on computer					
Yes	42	3.3797	.66037	1.024	.312
no	1	2.6957			
Knowledge on the internet					
Yes	39	3.3749	.66692	-.434	.667
no	3	3.5507			
Reading material online					
Yes	25	3.3468	.73618	-.687	.496
No	17	3.4885			
Ownership of computer					
Yes	31	3.3963	.68228	.346	.731
No	13	3.3206			

To compare the means of perception, the total average scores for all items (23 items) of section B of the questionnaire about the student's perceptions towards the Internet and its impact on English learning for each respondent were computed. The results of the independent t-test show that there is no significant difference in the perceptions among the students towards the Internet with their gender ($t = 0.679$ and $P = 0.501$ which is more than 0.05), knowledge on the computer ($t = 1.024$ and $P = 0.312$, $P > 0.05$), knowledge on the Internet ($t = -0.434$ and $P = 0.667$, $P > 0.05$), reading material online ($t = -0.687$ and $P = 0.496$, $P > 0.05$), and ownership of a computer ($t = 0.346$ and $P = 0.731$, $P > 0.05$). These results could be a good indicator that students have the same background in online learning and the English language. Also, the results are consistent with the findings of Mat (2002).

Table 4 Analysis of variance for perceptions of students towards the internet and selected variables.

Age	Mean	F	Sig
A. 18-20 years old	3.2935	.538	.659
B. 21-23 years old	3.5238		
C. 24-26 years old	3.2198		
D. >than 26 years old	3.3661		

Year of experience in using the computer A. < than 6 months B. 7-12 months C. 13-18 months D. 19-24 months E. More than 24 months	2.6522 3.5193 2.8039 3.3380 4.0957	5.270	.002
Year of experience in using the internet A. <than 6 months B. 7-12 months C. 13-18 months D. 19-24 months E. >than 24 months	3.2174 3.5484 3.2701 2.7003 3.6204	3.805	.010
Frequency of using the internet A. Once a week B. 2-3 times C. 4-5 times D. Everyday	3.4881 3.7148 2.5645 3.4419	3.503	.024
Daily received e-mails A < than 1 message B. 1-4 messages C. 5-9 messages D. 10-14 messages E. > than 15 messages	3.2736 3.6482 3.2369 3.5741 3.1800	.983	.428
Daily sent e-mails A. < than 1 message B. 5-9 messages C. > than 15 messages	3.2972 3.4099 3.7826	.365	.696

Table 4 shows the results of the Analysis of Variance (ANOVA) test. Analysis of the Variance test was computed to compare the various levels of perceptions of students for selected variables. The results from the test show that there is a statistically significant difference in the perceptions of the students related to year of experience using the computer, ($F = 5.270$, $P = 0.002$ which is < 0.05), year of experience using the internet, ($F = 3.805$, $P = 0.010$ which is < 0.05), and the number of time using the Internet, ($F = 3.503$, $P = 0.024$ which is < 0.05). This result is a crucial consequence where students' experience with computers and the internet must be a good indicator of their ability to enjoy e-learning and make it effective. The result contradicts Mat's (2002) findings that ESL learners' experience with computer and the Internet do not affect their levels of perceptions towards the Internet and its impact on English language learning. In contrast, the obtained results indicate that there is no statistically significant difference in the perceptions of the students attributed to their age ($F = 0.538$, $P = 0.659$ which is > 0.05), daily received e-mails ($F = 0.983$, $P = 0.428$ which is > 0.05), and daily sent e-mails ($F = .365$, $P = 0.696$ which is > 0.05). This result is consistent with Mat's (2002) research in which there are no statistically significant differences in learners' perceptions towards computers and the Internet and its impact on students' English language learning regarding their age and the number of emails they receive or send daily.

In this study, the EFL students' background and experience with computers and the Internet are considered two primary categories that would affect their perceptions about the Internet and its impact on English learning. However, the results of the independent t-test show that the mean difference between learners' perceptions towards the Internet and selected factors was not statistically significant at P value $P < 0.05$ level. In addition, the results of the ANOVA test point out that the mean difference between learners' perceptions towards the Internet and students' age, daily received e-mails, and daily sent e-mails was not statistically significant in which P value more than 0.05. On the other hand, the results of ANOVA for students' years of experience using the computer, years of experience using the Internet, and the number of times they use the Internet were statistically significant at a P value less than 0.05. This result indicates that students' levels of perception toward the Internet are attributed to their years of experience using the computer, years of experience using the Internet, and how often they use the Internet weekly. Thus, it could be said that the more students are skilled in using the computer and Internet, the better they will benefit from learning English online, which reflects positively on their English language learning.

6. Conclusion

Students have a medium level of 52.27 % ($N = 44$) and a mean of 3.3739 of perception towards the internet and its impact on English learning. Whereas 36.36 % of students have shown a high level of perception and only 11.36 % have shown a low level. Thus, because the findings show a positive impact of online learning on EFL learners, it's noteworthy for ministries of education where English is taught as a foreign or second language to fully

appreciate the potential of the Internet as a tool for enhancing EFL learning. In addition, the findings show that there are no statistically significant differences in perceptions of the students towards the Internet and its impact on English language learning attributed to gender, knowledge on the computer, knowledge on the Internet, reading material online, and ownership of a computer. Moreover, the findings indicate that there is no statistically significant difference in perceptions of the students in areas such as age, daily received e-mails, and daily sent e-mails. Whereas, there is a statistically significant difference in perceptions of students toward the Internet and its impact on English language learning in areas such as years of experience in using the computer, years of experience in using the Internet, and the number of times using the Internet.

However, such conclusions must take into consideration the limitations of the study. The utilized sample is Libyan students who study in scientific departments, and they usually deal with technology more than students in humanities and art departments. Therefore, the research recommends conducting more studies on humanities and arts students. Furthermore, since the present study used the quantitative approach, future studies could use the qualitative approach besides the quantitative.

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