Effects of Modern Technology Use on ESL Learning Among Libyan Undergraduates

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أثر استخدام التكنولوجيا الحديثة في تعلم اللغة الإنجليزية كلغة ثانية لدى طلبة الجامعات الليبيين

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Abstract:
Modern social media platforms have a significantly strong impact of learning the second language and the methods used in teaching it. Advances in digital communication, online platforms, and artificial intelligence have accelerated language change by introducing new vocabulary, expressions and communication styles shaped by global connectivity.

On a linguistic level digital communication, social media and artificial intelligence have accelerated lexical innovation, reshaped discourse practices and facilitated the global diffusion of English verities. On a pedagogical level, technology has transformed English language teaching (ELT), by introducing interactive platforms, computer assisted language learning (CALL) tools and virtual learning environment that foster learner centered and autonomous approaches. Emerging technologies such as AI driven feedback mechanism provide unprecedented opportunities for personalized instruction and enhanced engagement.

This study critically investigates the multifaceted influence of modern technology on the English language learning processes of Libyan undergraduates within contemporary higher education context, as universities in Libya increasingly adopt English infrastructure learners of English among Libyan universities are exposed o broad spectrum of modern technological resources including mobile-assisted language learning , applications, multimedia- rich virtual learning enviroments,AI- driven language tools (TELL) the research attempts to analyze how these tools facilitate the process of learning ESL for Libyan undergraduates in terms of communicative competence, developing language skills through expanded access to authentic English discourse.

The study further interrogate the situations or conditions under which the technology might enhance or hinder learning ESL,

It is examines the influence of modern technology on the learning of English as second language among Libyan undergraduate students, and how the use of these technologies can really enhance their level in the process of learning and studying the second language in the undergraduate level. With the rapid expansion of the digital communication and social media platforms, learners now engage in English with highly and interactive environments.

These technologies have reshaped traditional language – learning practices by providing immediate access to authentic input, helping them to exposure to new vocabulary and interactive communicative leaning styles, as well as enhancing Lerner-centered engagement, the study also highlight how online learning platforms can support students' linguistic performance, development, and autonomy.

However the study also identify several challenges ,including inconsistent internet access, limited digital literacy, and the distraction caused by excessive social media use.

Findings indicate that strategic, pedagogically informed integration of digital tools is essential for optimizing their educational value and ensuring equitable, meaningful learning outcomes for Libyan undergraduates.

Keywords: modern technology, English language, social media platforms, ELT English language teaching.

الملخص :
تؤثر منصات التواصل الاجتماعي الحديثة بشكل ملحوظ في تعلم اللغة الثانية وطرائق تدريسها. فقد أدت التطورات في الاتصال الرقمي والمنصات الإلكترونية والذكاء الاصطناعي إلى تسريع التغيرات اللغوية عبر إدخال مفردات جديدة وأساليب تعبير وأنماط تواصل شكلتها العولمة. على المستوى اللغوي، ساهمت هذه التقنيات في الابتكار المعجمي وإعادة تشكيل الممارسات الخطابية ونشر تنويعات اللغة الإنجليزية عالميًا. وعلى المستوى التربوي، أحدثت التكنولوجيا تحولًا في تعليم اللغة الإنجليزية من خلال المنصات التفاعلية وأدوات التعلم بمساعدة الحاسوب وبيئات التعلم الافتراضية التي تعزز التعلم الذاتي والمتمركز حول الطالب. كما توفر التقنيات الناشئة مثل آليات التغذية الراجعة المدعومة بالذكاء الاصطناعي فرصًا

غير مسبوقة للتعليم الشخصي وزيادة التفاعل. تتناول هذه الدراسة بشكل نقدي التأثيرات المتعددة للتكنولوجيا الحديثة على عملية تعلم اللغة الإنجليزية لدى طلبة الجامعات الليبيين في سياق التعليم العالي المعاصر، حيث يتعرض المتعلمون لمجموعة واسعة من الموارد التكنولوجية الحديثة مثل تطبيقات التعلم عبر الهاتف المحمول، والبيئات الافتراضية الغنية بالوسائط المتعددة، وأدوات الذكاء الاصطناعي لتعلم اللغة. يحاول البحث تحليل كيفية مساهمة هذه الأدوات في تطوير الكفاءة التواصلية وتنمية المهارات اللغوية من خلال الوصول الموسع إلى الخطاب الإنجليزي الأصيل. كما يستكشف الظروف التي قد تعزز أو تعيق تعلم اللغة الإنجليزية كلغة ثانية، ويؤكد أن الاستخدام الاستراتيجي للتكنولوجيا الرقمية وفق أسس تربوية مدروسة ضروري لتحقيق قيمة تعليمية مثلى وضمان نتائج تعلم عادلة وهادفة للطلبة الليبيين.

الكلمات المفتاحية: التكنولوجيا الحديثة، اللغة الإنجليزية، منصات التواصل الاجتماعي، تعليم اللغة الإنجليزية (ELT).

Introduction

Despite the advantages of modern technology, the integration of technology in ELT also presents notable challenges. Issues such as digital inequality, overdependence on technological tools, and the risk of diminishing the face-to-face commutative competence must be carefully considered. Teachers are increasingly require to balance the affordancs of technology with sound pedagogical principles, while also engaging in continuous professional development to adapt to rapidly changing digital landscapes.

It is notable in Libyan universities that the major of the students are using the social media platforms with different ages and on different levels.

The use of social media and modern technology has become a central part of university life of many Libyan undergraduates, students today depend on digital tools for communication, platforms such as Facebook and Instragram help them exchanging information , join in academic groups , and interact with other classmates from outside their town or country. These technologies have changed the ways students study and communicate.

Most of the Libyan students find it essential for them to use the social media platforms, to enhance their learning in the different fields of skills, YouTube was their favorite because of the videos that encourage them to listen and be close to the native speakers, how they react and use the language in the real- life situations, which give them the confidence to be not afraid of making mistakes .

Other platforms were proofed to be highly used among students with different yeaRrs of college in various fields of learning and studying English language.

With all of the advantages of using these platforms and modern technology by undergraduates, some challenges will be encountering, even for instructors , it is important to shed light on both the effective sides of modern technology, as this research will attempt to highlight the challenges that are found as result of using the social media platforms in learning englush language, and how this rely may affect the learning and teaching process.

Hala aloalmahdi(2021) stated thatsmart phones have asignificant and strong impact for Libyan EFL learners as it develops the various skills that can be used for advanced and academic purpose.

Nadia Mayang Sari and Mukhlash Abrar (2019) reported that Mixed-method study shed lights on the beneifits suh as to prmote motivation, exposure to the communioactive language use,but also challenges like limited access to technology,lack of digital literacyand pedagogical distractions.

Problem Statement

Although the rapid spread of social media and modern technology has shaped the daily academic experience of Libyan undergraduates, students now strongly rely on digital platforms for communication, access to information and participation in university activities. On the other hand, it creates several effects on the negative side as constant notification and easy access to media often reduces stuents'concentration during lectures.

Excessive reliance on digital devices can for sure weaken the critical thinking of the students; we can observe that many students use technology without clear guidance on how to balance its educational benefits with its potential negative effects.

As a result, there is a need to investigate how Libyan undergraduates actually use the modern technology and how this usage affects their academic engagement, understanding this issue is essential for identifying the factors that either enhance or hinder the ESL learning in a technology-rich environment.

Necessity of the research

The primary essential findings, the researcher thinks can give suggestions and recommendations for further use of these technologies among learners and instructors as to create cooperative language learning methods and attempt

to successfully apply them in the classrooms in relation to the modern technology that's now has become as essential as everyday use tool for both learners and teachers of the foreign language,

Aim of the study

This research aims to explore the effectiveness of modern technology and globalization and how this term and concept contribute to learning and studying English language around Libya.

In addition, It aims to explore the importance of technology and modern advancements in the growth of English language as spoken and written language in Libyan universities. The overall aim of this study can be stated in terms of raising awareness of the importance of the effective, structured and well, guided use of the educational technology in Libyan universities. Most of the educational institutions are not aware of the importance of adapting the modern educational technology among undergraduates ,especially in the field of the English language learning as it is important for non-native speakers to be exposed to native speakers and learn some visual techniques as they are engaged in a discourse or dialogue, wich give significance of the social media platforms to be highly recomeended from the studetnr=t sans teachers to enhance cooperative learning and communicative and effeictive use of the language.

Research Questions

1. How social media platforms enhance Libyan undergraduates learning ESL?
2. How is the global spread of English influencing its linguistic diversity?

Significance of the Study

All stakeholders must realize the role of modern technology and how it affects its importance, this study provides a deeper understanding of how modern technology influence the academic experience of Libyan undergraduates by examining both the positive and negative sides, this research can help educators university administrators and policymakers develop techniques that support effective and useful use of digital tools in higher educational institutions.

The finding can guide instructors to design better teaching methods that can be applied effectively and successfully aim to attain the good and comprehensible usage of the second language.

Methodology:

The research employs a qualitative examination of discourse analysis to examine the two sides role of modern technology and modernization on the English language learning as well as teaching in Libyan universities, as well as interviews with undergraduate students from first to forth year , to track how modern technology can improve and increase their learning abilities. A questionnaire was distributed among different years in college of Tripoli, and interviews were conducted to illustrate and examine the role of the social media and modern technology on their learning of the second language.

Literature review

Modern English. As Crystal (2011) points out, the widespread use of social media, text messaging, and other digital platforms has introduced new vocabulary and altered traditional communication styles. Abbreviations, acronyms, and emojis have become common in online discourse, reflecting a shift toward brevity and efficiency in communication. McCulloch (2019) further discusses how digital environments merge elements of spoken and written language, producing hybrid forms that are unique to the internet. Research by Tagliamonte (2016) also highlights how online communication encourages more relaxed grammatical norms. Informal sentence structures, such as sentence fragments and non-standard punctuation, have become widespread. These grammatical changes are significant because they reflect a larger trend of adapting traditional English to fit the demands of fast-paced, informal communication channels.

The Role of Technology in Shaping Modern English Technology

Particularly digital communication plays a critical role in the development of Modern English. As Crystal (2011) points out, the widespread use of social ljedia, text messaging, and other digital platforms has introduced new vocabulary and altered traditional communication styles. Abbreviations, acronyms, and emojis have become common in online discourse, reflecting a shift toward brevity and efficiency in communication. McCulloch (2019) further discusses how digital environments merge elements of spoken and written language, producing hybrid

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Sociocultural Trends and Language Use Sociocultural dynamics also play a crucial role in shaping Modern English. Language, as a social tool, reflects the values, priorities, and concerns of its speakers. Additionally, institutions and media increasingly adopt language policies that prioritize inclusivity and sensitivity. This shift shows a strong and potential realization to give importance to respectful communication in both personal and professional settings. The emergence of these new norms illustrates how social and cultural trends directly influence the lexicon and usage patterns of Modern English.

Modern technology and the Spread of international language

The wide use of ESL along the globe has led to its adaptation in a variety of cultural and linguistic contexts. Kachru's (1990) framework of World *EnglisAAAaahes* offers a useful perspective on this phenomenon, noting how English evolves differently in various regions. In countries like India, Nigeria, and Singapore, local languages influence the way English is spoken, resulting in unique forms that reflect the sociolinguistic environments of these countries (Kachru & Smith,(2008)

E. Clark, K. Araki, from the processing system of casual English, they have studied writing in English in social media, and they discussed the language that is usd for the everyday chats by users of the internet and they indicate that many modifications are done meanwhile writing in English on various reliable websites, to make an easier writing tip, and shorten the long sentences.

Reinhardt stated many studies in his articles about learning and teaching ESL through social media, and his findings indicated that social media networks can assist learners of English as a second language, but he recommended that the usage must be under guidance and supervision to attain better valuable results.

Discussion:

The analysis of the study indicate that Libyan undergraduate students actively engage with modern technology and social media as a supplementary tool for them to learn and study English, although their usage patterns and outcomes vary.

Students prominently use social media platforms like YouTube, Facebook, and whatsapp, to enhance and increase their language capability.

In relation to the results of the study, YouTube is favored for accessing instructional short videos and guidance in phonological fields.

Whatsapp and Facebook provide opportunities for discourse and discussion and share peer-to-peer work.

Participants reported that following English language contents and engaging with posts and videos in English language increase their vocabulary bank and the words and statements that they use in real life situation.

Participants also stated that exposure to native speakers through videos and audio channels improve their listening comprehension and pronunciation.

In addition, online group discussion and chats allow students to exchange knowledge and information, correct errors, and engage in collaborative work.

On the other hand, challenges encountered, many students stated that the non- educational content often divert their attention, reducing the efficiency of their learning sessions.

Several participants indicated that uncertainty about how to utilize social media effectively for language learning, which can be stated under the term of te lack of structured guidance. Internet connectivity issues, including slow speed and limited and unreliable data may hindered the access to educational contents.

Conclusion:

Undoubtedly, English language has been strongly influenced by the modern technology and globalized society, which to somehow has made a powerful and interesting landscape for learners and speakers of English language all through the world. It has influenced generation Z and many other older ages as well, in the terms of how the language can be used in the real life situations as well as in the field of the written form.

It has shaped English language making it more dynamic, widespread and more adaptable than ever before, through globalization English was the primary medium for communicative purposes, education and culture, evolving into a lingua-franca. At the same time, modern technology, social media has accelerated the spread of English,

introduced new vocabulary and influenced how people use language in daily life. Abbreviations, slang, and borrowed words have become common, reflecting rapid cultural exchange and technological innovation.

However, these forces also carry negative impacts; the dominance of English can sometimes threaten local languages and cultural identities, leading to linguistic homogenization. Technology-driven communication, such as texting and social media has also encouraged overuse and abbreviations, slang and informal expressions, which may weaken grammar and spelling standards. Overall, globalization and modern technology have both empowered and challenged the English language, shaping it to a powerful but constantly changing tool of communications

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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