# Bridging Cultures: How Libyan Technical Students Embrace English in Derna- Libya

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## Abstract

This study explores the factors influencing English language acquisition among second-semester students at the College of Technical Sciences in Derna, Libya. Using a structured questionnaire completed by 84 students, the research identifies key elements that shape learners' engagement with English. The findings highlight the pivotal role of media, particularly English-language films and TV series, alongside internet-based resources and language learning applications in enhancing students' language skills. These tools were found to significantly improve vocabulary, reading comprehension, and oral communication. Additionally, classroom interaction emerged as a vital component, emphasizing the importance of social engagement in language development. The study further reveals that students' motivation to use English is closely linked to their perceptions of technology's usefulness, ease of use, and relevance to their daily lives. These insights offer valuable guidance for educators and curriculum designers seeking to integrate technology and cultural context into EFL instruction. By focusing on these elements, educators can create more dynamic and effective learning environments that cater to diverse student needs. Ultimately, fostering an engaging atmosphere that leverages technology can lead to enhanced language proficiency and a deeper appreciation for cultural nuances. The research provides a foundation for future investigations into the intersection of language, culture, and instructional technology in non-native English learning environments.

**Keywords:** Cultural Influence, English Language Use, Technical Science Students, Language Learning Technology, Derna/- Libya.

# بناء جسور بين الثقافات: كيف يتقبل الطلبة التقنيون الليبيون اللغة الانجليزية في درنة / ليبيا

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**الملخص:**

تستكشف هذه الدراسة العوامل المؤثرة على اكتساب اللغة الإنجليزية لدى طلبه الفصل الدراسي الثاني بكلية العلوم التقنية درنـــة – ليبيا. استخدام استبيان مُنظّم شمل 84 طالبًا، تُحدد الدراسة العناصر الرئيسية التي تُشكّل تفاعل المتعلمين مع اللغة الإنجليزيـة. تُسلّط النتائج الضوء على الدور المحوري لوسائل الإعـلام، وخاصةً الأفلام والمسلسلات التلفزيونية باللغة الإنجليزيـة، إلى جانب الموارد المتاحة عبر الإنترنت وتطبيقات تعلم اللغة، في تعزيز مهارات الطلبة اللغوية. وقد وُجد أن هذه الأدوات تُحسّن بشكل ملحوظ المفردات وفهم المقروء والتواصل الشفهي. بالإضافة إلى ذلك، برز التفاعل الصفي كعنصر حيوي، مُؤكّدًا على أهمية المشاركة الاجتماعية في تطوير اللغة. تكشف الدراسة أيضًا أن دافع الطلبة لاستخدام اللغة الإنجليزية يرتبط ارتباطًا وثيقًا بإدراكهم لفائدة التكنولوجيا وسهولة استخدامها وأهميتها في حياتهم اليومية. تُقدّم هذه الرؤى إرشادات قيّمة للمعلمين ومصممي المناهج الذين يسعون إلى دمج التكنولوجيا والسياق الثقافي في تعليم اللغة الإنجليزية كلغة أجنبية. من خلال التركيز على هذه العناصر، يُمكن للمعلمين إنشاء بيئات تعليمية أكثر ديناميكية وفعالية تُلبّي احتياجات الطلبة المتنوعة. في نهاية المطاف، يُمكن أن يُؤدي تهيئة بيئة تفاعلية مُعززة بالتكنولوجيا إلى تحسين إتقان اللغة وتعميق فهم الفروق الثقافية. يُوفر هذا البحث أساسًا لدراسات مستقبلية حول تقاطع اللغة والثقافة وتكنولوجيا التعليم في بيئات تعلم اللغة الإنجليزية لغير الناطقين بها.

**الكلمات المفتاحية:** التأثير الثقافي، استخدام اللغة الإنجليزية، طلبة العلوم التقنية، تكنولوجيا تعلم اللغة، درنة/ ليبيا.

## Introduction

One of the primary goals of higher education is to develop students' attitudes, study habits, and capacity for lifelong learning. According to Knowles et al. (2010), this principle highlights the fact that

learning is a continuous process and that students need to be prepared for self-directed learning. When it comes to language, acquisition is an ongoing process, and the capacity for self-directed learning is referred to as a language learning strategy. According to Bremner (2024), this recent article provides a contemporary lens on the topic. While it's more focused on "learner-centered education" broadly, it directly discusses and references the importance of learners developing their own "learning strategies to help them learn more effectively in the future" and how these concepts are central to modern language pedagogy. This makes it a perfect, up-to-date source to show the continued relevance of Oxford's earlier work. While all language learners use these techniques to some extent, their frequency and selection differ significantly among individuals (Chamot & Kupper, 2016). Highly successful learners use strategies that are dynamic and personalized, adapting to their evolving needs and the demands of modern contexts (Alharbi, 2024). Therefore, understanding and fostering effective language learning approaches is vital for educators to support learner autonomy and facilitate language acquisition.

It is impossible to overestimate the importance of English in raising educational attainment through better communication abilities. However, pupils frequently struggle greatly with communicating in English. English proficiency has a major impact on academic and IQ test scores, as Olanipekun (2013) showed. This emphasizes how important fluency in English is to students' academic success, especially in science and technical education, which mostly depends on lab and workshop exercises to build abilities.

According to Aina (2012), technical education includes the development of practical, fundamental scientific knowledge as well as unique manipulation skills, innovative ideas, and job-related attitudes that are essential for a variety of economic and social sectors. The goal is to empower people to be self-sufficient and extremely productive.

English is the most studied, spoken, and read second language worldwide, and it is the primary language of education, communication, technology, research, and entertainment in the global village (Richards & Rodgers, 2001; Warschauer & Kern, 2000). Numerous resources for learning English have become available due to the increased use of technology, including electronic dictionaries, radios, TVs, the Internet, and digital media

such as CD-ROMs, DVDs, and online platforms. Significant technological advancements over the last 20 years have changed social relationships as well as the dynamics of many different sectors and professions.

During our observations as science instructors at the college, we noted students' use of English and informally sought to understand the primary cultural elements influencing their motivation to use the language. A significant observation was students' heavy reliance on technology for language study, often seen watching TV or listening to music on their phones. While the demand for English language learning has increased, integrating technology empowers students, giving them greater control over their learning process and access to a vast amount of information beyond traditional classroom control (Lam & Lawrence, 2002).

**Literature Review**

Increased oral proficiency by Li and Wang (2015) integrated English films into an English language course, requiring students to write essays and participate in oral discussions based on the content. Much prior academic research has focused on utilizing movies as instructional materials to enhance English language proficiency. Interviews were conducted with participants regarding their understanding of the movie plots. Li and Wang's (2015) study demonstrated that students' spoken communication skills have improved.

A study by Khoshniyat and Dowlatabadi (2014) investigated how young Iranian EFL students might use Disney movies as a teaching tool to learn English idioms. The purpose of using Disney movies was to make it easier to introduce English idioms in a fun and engaging way. As a result, pupils who were taught idioms and phrases showed a significant increase in their ability to understand and remember idiomatic terms.

In order to ascertain the extent to which reading extensively influences the development of grammatical precision in EFL freshmen at Al-al-Bayt University, M. Alqadi and H. Alqadi (2013) conducted a study. A sample of sixty male and female students was chosen from the study's population of 158 freshmen students and divided into two groups, the experimental group and the control group, each with thirty students. A brief paragraph had to be composed for the writing test that was handed to the pupils in the two groups. The experimental group was then given a number of

lengthy reading assignments covering a range of subjects by the researchers. The subjects in both groups took the same test six weeks later during the second semester of the 2011–2012 school year. To assess the impact of the treatment, which consists of intensive reading, on the students' writing grammatical accuracy, the researchers corrected the two exams (pre and post) and compared the findings. Each group's mean score and standard deviation were computed. The results demonstrated that reading widely improved the EFL freshmen at Al al-Bayt University's grammatical accuracy. Steel (2012) also looked into the potential advantages of language learning applications for students' education. It was shown that 23% of participants placed their applications among their top three technologies, and 56% of them said their apps helped them learn. The ability to practice L2 at any time and from any location is what makes apps so appealing. It was also discovered that the apps were adaptable, practical, and simple to use.

The idea that cellphones and associated apps have a good impact on EFL learning specifically, on vocabulary development and study motivation is supported by another review by Klímová (2018).

Additionally, Muhammed (2014) investigated m-learning among Iraqi EFL students at Sulaimani University. The author conducted a focus group discussion and discovered that the research participants used a range of smartphone applications pertaining to language systems and abilities, as well as international tests, to interact with the English language. Nearly all students believed that smartphones were useful portable tools that could improve their English language learning experience.

Another study by Mindog (2016) attempted to look into how Japanese university students use smartphone apps to help with EFL learning. The students felt that using apps improved their grammar, lexis, spelling, and language skills (speaking, writing, listening, and reading). Location, frequency, and duration of application use seem to be influenced by individual preferences, needs, and usage possibilities.

Beyond individual learning strategies and technology, the dynamics of classroom interaction also play a pivotal role in language acquisition, often shaped by cultural norms. In the classroom, interaction refers to the dialogue between students and teachers, where active student engagement is paramount for learning. Through sociocultural activities like conversations, students collaborate to construct knowledge. Classroom discussions can be

categorized as 'presentational talk' (Barnes, 2008) or 'exploratory/educational talk' (Mercer and Dawes, 2008). Presentational talk,' characterized by one-sided teacher lectures, does little to inspire student involvement or conversation. Teachers often intentionally generate exploratory discussion to provide students the opportunity to engage in "hesitant, broken, and full of dead end" talks. Students can "try out new ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns" through this kind of dialogue (Barnes, 2008). For EFL students with limited access to language resources outside the classroom, these initially hesitant and disjointed conversations can evolve into valuable impromptu conversational skills. When students connect, they establish a "symmetric dialogic context" where everyone can participate, feel appreciated, and work together to make decisions (Mercer and Dawes, 2008). Thus, active engagement in such conversations can enrich students' linguistic resources and boost their self-assurance in speaking English.

Contemporary scholars define strategies as the deliberate and self-regulated actions that learners employ to manage their cognitive, behavioral, and emotional resources in order to achieve learning goals (Zimmerman & Schunk, 2013). Hajar, & Karakus (2025) defined language learning strategies as the specific thoughts or actions people use to comprehend, acquire, and remember new information.

Language acquisition has undergone a significant transformation over the past decade. It has moved beyond traditional instruction, now significantly incorporating the learner's interaction with technology. Through surveys, real-time idea generation, and the creation of dynamic and realistic learning environments, recent studies have investigated the incorporation of AI into language learning experiences (Annamalai, 2025; Huang et al., 2023). For instance, successful learners increasingly leverage AI-powered language apps offering customized pronunciation methods (Kang, 2022), chatbots for communicative practice (Dizon, 2020), and intelligent feedback systems that target specific areas of weakness (Hennekeuser et al., 2024).

## Aim of the Study

This study primarily aims to explore the influence of cultural factors, such as social media and technology, on the English language learning strategies used by technical science students in

Derna, Libya, on their English language use and proficiency. To achieve this overarching goal, this study seeks to answer the following research questions:

1- What are the underlying cultural factors that influence technical science students' intention to use English?

2- How do social media and technology influence technical science students' use of English language?

3- What language of English do technical science students use?

**Significance of the Study:**

This study is significant in several respects, offering a valuable contribution at both the theoretical and applied levels to the field of English as a foreign language (EFL) learning, particularly in the Libyan context.

**On the theoretical level:**

This study deepens the general understanding of cultural factors, and how technology and social media have begun to shape the intention to use English among technical science students in the English as a Foreign Language (EFL) teaching environment. It also highlights the common origins of language learning espoused by its leaders, bringing them to the forefront of academic discussions on language learning strategies at non-traditional conferences.

**On the applied level:**

The results provide valuable cultural insights into Libya, specifically in Derna, and their work in developing more effective programs and curricula that are adapted to the ambitious cultural and technological needs. These findings can help teachers and educational consultants motivate and encourage them to use English outside the classroom.

The study helps identify the challenges students face in the final stages of their academic education, enabling educators and early educators to address these challenges and learning differences.

This study provides a foundation for future researchers to explore the relationships between culture, technology, and language learning strategies, opening up avenues for further research in this chemistry field.

**Methodology**

**Research Design:**

This research employed a quantitative methodology. According to Creswell (2008), a general understanding of the research problem is provided by the quantitative data and their subsequent analysis. In

order to solve the issue at hand and accomplish the goals of the study, it uses a descriptive analytical approach, which seeks to characterize events and comprehend their causes. The selection of early-stage students (second semester) in all college majors and an examination of their difficulties in this area may aid in addressing them as early in their academic careers as feasible. The SPSS software was used to analyze the information gathered from the students' questionnaire. This approach entails comprehending the phenomena and procedures required to extract activities from micro-scientific processes and account for differences between researches according to particular attributes (Leedy & Ormrod 2001).

### The Study Sample:

An innovative study was conducted on 84 second-semester students in technical sciences in Derna, Libya. After determining this sample size from a study population of 150 students, using the Krejci and Morgan table (1) (Krejci and Morgan), which has the ideal statistical basis for size. It may be based on the result of categorical sampling to fairly distinguish a certain classification to determine the sample of 57 males and 26 females, to a single part of a single case whose gender was not documented.

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**Table. (1) Demographic Characteristics of the Study (gender)**

| Percent | Number | Gender |
|---------|--------|--------|
| %67.9 | 57 | Male |
| %31.0 | 26 | Female |
| %1.2 | 1 | Missing |
| %100 | 84 | Total |

### Data Collection Instrument

This study used a questionnaire to collect data and identify the research questions. The questionnaire was designed to be easily compiled, sorted, displayed, and analyzed. It contained two sections. The first section asked for demographic information such as gender and term of study. The second section contained 24 statements rated on a 5-point Likert scale from strongly agree' to neutral '. The questionnaire was divided into three dimensions: Perceived Ease of Use – (PEOU), Perceived Usefulness – ( PU) and

Behavioral Intention to Use – (BI,). It was distributed to 84 students at the Faculty of Technical Sciences in Derna-Libya.

## Reliability

When evaluating the quality of a test, stability is an important consideration. It reflects the precision of the measurement process (Campos et al., 2017). A pilot study was conducted with 84 students from the first semester at the Faculty of Technical Sciences. The data was analyzed using the SPSS program. To determine the stability of the questionnaire, the internal consistency coefficient (Cronbach's alpha) was tested. The results, shown in Table 2, indicated that the scale had a high level of internal consistency, ranging from 0.875 This suggests that the scale is reliable and measures what it is intended to measure. As shown in Table 2:

**Table. (2) Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .875 | 23 |

## Validity

To determine the apparent validity of the questionnaire, it was reviewed by an experienced specialist in research. They suggested using a positive coding scale on the Likert scale and the intensity of the answer scale. The dimensions of the questionnaire included positive practices, so the positive coding scale was used to measure these strategies and their impact on learning the language English. The intensity of the answer scale was based on the students' responses to the questionnaire. Since the questionnaire was focused on positive practices, a Likert scale with positive coding was used, as shown in Table 3.

**Table. (3) The length of the cell to measure the study according to the Likert scale and the degree of practice**

| Average Range | Category in the Likert scale | Weighted Average | Evaluation in comments on outcomes |
|---|---|---|---|
| 4.21 - 5.00 | **Strongly Agree** | 5 | **very high** |
| 3.41 - 4.20 | **Agree** | 4 | **High** |
| 2.61 - 3.40 | **Neutral** | 3 | **Medium** |
| 1.81 - 2.60 | **Disagree** | 2 | **Low** |
| 1.00 - 1.80 | **Strongly disagree** | 1 | **Very Low** |

## Data Analysis

The data in this study were analyzed using the SPSS software. The study issues were addressed using descriptive statistics. To accomplish the goals of the study, the researchers used a variety of statistical techniques on the survey data. A 5-point Likert scale was used to review, collect, and code the questionnaire for analysis.

## Results and Discussions
### Perceived Ease of Use (PEOU) dimension

Regarding the Ease of Use dimension, the mean scores ranged from 2.55 to 3.81. The mean for the item Watching movies and TV series in English is often helpful and useful was the highest (3.81, SD=1.357). This indicates that the 84 participants found it very easy to integrate watching movies and TV shows in English into their daily routines. This result confirms what is indicated below: The significant impact that English-language TV programs and movies have on EFL students, as well as the excitement that Watching English TV programs and movies helps EFL students learn English quickly. Seeing the visual and instructional aids in certain contexts serve as an audiovisual strategy (from the abstract) helps to perceive learning for this purpose as easy to use.

In contrast, the item You find it easy to speak English with others in your daily tasks scored 2.55, SD=1.524. This may reflect the prevailing perception of many contemporary issues, perhaps due to emerging challenges or lack of opportunities, despite the importance of interaction in language learning. See table 4.

**Table (4) shows the Perceived Ease of Use (PEOU) model.**

| Std. Deviation | Mean | Item |
|---|---|---|
| 1.323 | 3.36 | I find it easy to incorporate watching movies and TV shows in English into my daily routine |
| 1.497 | 2.60 | It is easy for me to find time to read English materials regularly. |
| 1.522 | 2.93 | I think practicing speaking English with others doesn't require much effort. |
| 1.303 | 3.65 | Using English learning apps and websites is easy and straightforward for me |
| 1.574 | 2.76 | It is easy to participate in group activities and discussions in English in class. |
| 1.511 | 2.90 | You can easily understand and read English texts |
| 1.524 | 2.55 | You find it easy to speak English with others in your daily tasks. |

| 1.357 | 3.81 | **Watching films and TV series in English is often useful and helpful.** |
|---|---|---|
| 0.105788 | 3.07 | **Total** |

## Perceived Usefulness ( P.U ) dimension

The results related to benefit include the item I believe that watching movies and TV shows in English greatly improves my listening skills with the highest mean score (4.16, SD = 0.901). This reflects the participants' strong belief that watching movies and TV shows in English is very beneficial for enhancing their listening skills. These results are consistent with the statement in the abstract of this study, Watching TV shows and movies in English leads to a significant improvement in English listening skills Steel (2012) also looked into the potential advantages of language learning applications for students' education. It was shown that 23% of participants placed their applications among their top three technologies, and 56% of them said their apps helped them learn. The ability to practice L2 at any time and from any location is what makes apps so appealing. It was also discovered that the apps were adaptable, practical, and simple to use.

On the other hand, the item Listening to English songs helps me get used to different pronunciations (3.44, SD = 1.508) was scored. Although this measure still indicates a moderate level of benefit, it is lower compared to other activities, which may indicate that the student is not directly affected by listening to songs on pronunciation, or that they are not using this strategy to improve their pronunciation.  As show in the following table 6:

**Table (5) shows a model of the (Perceived Usefulness P.U) model for motivation.**

| Std. Deviation | Mean | Item |
|---|---|---|
| 901. | 4.16 | **I think watching movies and TV shows in English greatly improves my listening skills** |
| 1.331 | 3.46 | **Reading books and articles in English helps me expand my vocabulary and understanding of grammar** |
| 1.255 | 3.73 | **Practicing speaking English regularly improves my ability to express my thoughts fluently.** |
| 1.303 | 3.65 | **Using English learning apps and websites increases my understanding of grammar and vocabulary** |
| 1.263 | 3.76 | **Participating in group activities and discussions in English builds my confidence in using the language** |

| 1.208 | 3.72 | **Writing summaries and articles in English improves my writing and organizational skills** |
|---|---|---|
| 1.508 | 3.44 | **Listening to English songs helps me get used to the different pronunciation** |
| 1.219 | 3.77 | **Reading books and articles in English helps me achieve my language learning goals** |
| 0.169457 | 3.71 | **Total** |

## Behavioral Intention to Use - BI

Regarding the Behavioral Intention to Use dimension, the item I intend to increase my practice of speaking English with others had the highest mean (3.92, SD = 1.067). This reflects a strong intention and practice among all participants to speak English with others. This result is in line with the recognized importance of linguistic interaction in language acquisition, which is supported by the general literature in this field.

In contrast, the item I intend to listen to English songs to help me get used to pronouncing different words had the lowest mean (3.32, SD = 1.482). This may be related to a lower perception of motivation from this activity compared to the other activities, which reflects a lower motivation to practice it. Table 7:

**Table (6) shows the (behavioral intention to use - BI) model.**
**Behavioral intention**

| Std. Deviation | Mean | Item |
|---|---|---|
| 1.245 | 3.73 | **I intend to continue watching movies and TV shows in English to improve my language** |
| 1.186 | 3.55 | **I will make sure to devote more time to reading English materials in the future** |
| 1.067 | 3.92 | **I intend to increase my practice of speaking English with others** |
| 1.403 | 3.36 | **I will continue to use English learning apps and websites regularly** |
| 1.256 | 3.49 | **I will look for more opportunities to participate in group activities and discussions in English** |
| 1.482 | 3.32 | **I intend to listen to English songs to help me get used to the different words pronunciation** |
| 1.270 | 3.62 | **I will actively seek out opportunities to speak English with others** |

| 1.329 | 3.43 | **I intend to set aside a specific time each week to practice my English skills** |
| --- | --- | --- |
| 0.127883 | 3.55 | **Total** |

## Discussion
The findings of this study shed light on how Libyan technical students perceive and engage with English language learning, particularly through modern technological and cultural tools. The high reliability of the instrument (Cronbach's alpha = 0.875) suggests that the study provides trustworthy insights into students' language learning behaviors.

### 1. Perceived Ease of Use (PEOU):
The participants found it straightforward and fun to include audiovisual media, particularly English-language films and television shows, into their daily lives. This is in line with Li and Wang (2015), who highlighted how movies can improve students' speaking and listening abilities. The results imply that these media forms' immersive and enjoyable qualities lower cognitive barriers and boost motivation to interact with English-language information outside of the classroom. Although Mercer and Dawes (2008) highlighted the value of dialogic classroom contexts to foster learner confidence, some students reported difficulty speaking English in everyday chores, perhaps as a result of a lack of real-life opportunities or a fear of making mistakes.

### 2. Perceived Usefulness (PU):
It is evident to students that using English-language media and applications has educational benefits. It has been observed that watching English-language media greatly enhances vocabulary acquisition and listening comprehension. This is in line with research by Steel (2012) and Klímová (2018), who found that mobile apps and digital material increased user engagement and perceived learning gains. Notably, students assessed listening to English songs as having less of an impact on pronunciation, which might be a sign of ignorance or inadequate teaching advice regarding the efficient use of music as a teaching tool.

### 3. Behavioral Intention to Use (BI):
There was a strong desire to keep using English, particularly when conversing with people. This indicates that kids are aware of the

social component of language learning. Nonetheless, cultural preferences or a lack of instructional technique may be the cause of the comparatively low desire to use songs to enhance pronunciation. These findings support the literature on the importance of interaction in learning a second language (Celce-Murcia et al., 2014), which holds that communicative engagement is essential for gaining fluency and confidence.

All things considered, the study backs up past findings that encourage incorporating media and technology into language acquisition. The pupils in this study were overly dependent on smartphones and digital tools, just like Mindog (2016) and Muhammad (2014). But the additional cultural background of Libya offers a distinct perspective, showing that although international tactics work, local adaptation is necessary for optimal effect.

According to the findings, teachers should take into account students' media preferences while creating language learning environments. Learning becomes more approachable and applicable to students' everyday lives when movies, apps, and social media platforms are used. To reduce the verbal fluency gap, schools also need to provide more structured speaking chances. Speaking confidence can be increased by incorporating group discussions and promoting peer conversation.

## Conclusion

The results of this study show that movies, television series, reading English-language materials, using websites and applications for learning English, and taking part in group projects and class discussions in English all significantly affect students' language proficiency and vocabulary growth, making them useful teaching resources. Movies and television shows are examples of audiovisual media that are essential for helping learners learn English. Undoubtedly, TV shows, reading English-language materials, using English-learning applications and websites, and participating in group projects and class discussions provide language learners with pertinent and easily comprehensible content. In addition to providing entertainment value, these media consistently demonstrate a tendency to support learning. Furthermore, according to the Affective Filter Hypothesis, people are exposed to the linguistic elements that are This study backs up King's (2002) claim that language learners looking to improve their

language proficiency in an engaging and entertaining manner can benefit from the strategic use of English-language movies and television shows.

This study has shown that watching movies and TV series, reading English-language content, using websites and apps for learning the language, and taking part in group projects and class discussions in English all greatly improve the authenticity of the learning process, lower students' anxiety levels, and foster their love of learning.

## Recommendations

✓ Read technical materials in English: Read scientific articles, reference books, technical documentation, and product specifications in English. Don't skimp on new words; try to understand the context, then look up the keywords.

✓ Watch technical videos and lectures: There's a lot of high-quality content on YouTube platforms like Coursera, taught by experts in your field of expertise. Listen carefully to the terms and how they're used.

✓ Use language learning apps: Apps like Duo lingo, Memories, can be helpful for learning vocabulary and grammar in a fun way. Set aside 15-20 minutes daily.

✓ Listen to audio content in English: Listen to NBC podcasts, podcasts related to your field of interest, or English music. You don't have to understand every word, but listening comes from your ability to understand the pronunciation and rhythm.

✓ Watch English movies and series: Start with Arabic subtitles, then English, and finally try watching without subtitles. Choose topics that interest you to stay entertained.

✓ Change your smartphone and PC language: Make your smartphone and PC language English. This exposes you to today's vocabulary in a work context.

✓ Find a language partner: Try working in a group or a friend who can help you learn English for extremists.

✓ Write your notes in English: When you attend lectures or read books, try taking notes in English. This forces you to think in English.

✓ Practice writing reports and summaries: As a technical student, practice writing summaries of scientific articles or reports for your projects in English. You can use tools like Grammar to check your grammar and spelling.

## Limitations of the Study:

This study's findings are limited to a specific group of technical science students at Derna College of Technical Sciences during the second academic semester. Consequently, the results may not be generalizable to students in other Libyan universities or those at different academic levels. This narrow focus is a key limitation, as the student population's unique context may not reflect broader trends.

While the study explores cultural factors and their interactions cannot be fully explored within the scope of this study. There may be other cultural aspects not yet fully addressed that could contribute to either encouraging or hindering English language use.

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