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**Problems of Teaching English from Teachers Point of View
in Libyan Secondary Schools Particularly in Zawia**

**A Dissertation Submitted to the Department of English language in Partial
Fulfilment of the Requirements for a Degree of Master of Arts in Applied
Linguistics**

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Abstract

This research investigates the problems faced by secondary school English teachers in Zawia, Libya, utilizing a mixed-methods approach combining quantitative and qualitative data. A survey of 54 teachers and in-depth interviews with 6 educators highlight key obstacles such as insufficient professional development, large class sizes, inadequate resources, and reliance on traditional teaching methods, particularly the Grammar Translation Method (GTM).

Quantitative data were analyzed using descriptive statistics, including means and standard deviations with SPSS software. Qualitative data from semi-structured interviews underwent thematic analysis to identify recurring themes in teachers' experiences. Notably, 85.2% of respondents reported confidence in lesson planning, while 74.1% expressed a strong desire for further training to enhance teaching efficacy.

Furthermore, structural issues within the educational environment hinder the implementation of modern pedagogical practices. This study underscores the urgent need for systemic improvements in the Libyan education system, advocating for ongoing professional development, enhanced classroom conditions, and the adoption of communicative teaching approaches to foster greater student engagement.

In conclusion, this research adds to the literature on English language instruction in Libya by identifying critical areas for intervention, providing both statistical evidence and qualitative insights to inform future educational policies and practices.

Declaration

I hereby declare that this thesis is entirely my own work and represents an original contribution to the field of study. This research has not been submitted for any other degree or qualification. All investigations and analyses presented in this document have been conducted independently, and any collaborative contributions have been clearly acknowledged. Furthermore, all relevant references to supporting materials and publications have been comprehensively cited.

Signature

Date

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Dedication

I dedicate this dissertation to:

My father and My mother

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I would like to begin by expressing my heartfelt gratitude to my dissertation supervisor, prof. Mohsen Abu-Bakr, for his unwavering support and guidance throughout this project. His insights, expertise, and encouragement have been invaluable in shaping my research and academic journey.

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List of Abbreviations

EFL:	English as a Foreign Language
GTM:	Grammar-Translation Method
CLT:	Communicative Language Teaching
BA:	Bachelor of Arts
MA:	Master of Arts
SPSS:	Statistical Package for the Social Sciences
TCPS:	Tri-Council Policy Statement
CPD:	Continuing Professional Development
M:	Mean
SD:	Standard Deviation
DVD:	digital video disc
UNESCO:	United Nations educational, scientific and cultural organization

Chapter One

Introduction

1.1 Introduction

This chapter starts with the background of the study. It sheds light on the statement of the problem, objectives, questions, significance and ends with the limitations of the study.

1.2 Background of the study

Teaching English as a foreign language (EFL) in public schools in Libya faces considerable challenges, including large classroom sizes, low student achievement in English, and the insistent need to cover an extensive EFL curriculum within limited time frames. These factors create significant obstacles to effective teaching and learning, necessitating a thorough examination of the specific challenges threatening EFL educators in Libya (Abdelaty, 2023).

To contextualize these challenges, it is important to understand the structure of the schooling system in Libya, which is classified into several divisions. Primary school includes children from 1st grade to 6th grade, aged 6 to 12 years old. Secondary school educates children from 7th grade to 9th grade, aged 12 to 15 years old, while high school encompasses teenagers from 10th grade to 12th grade, aged 15 to 18 years old (Omar, 2014). This educational framework influences the dynamics of EFL teaching and learning.

Reports have indicated that limited student proficiency and a curriculum heavily focused on examinations adversely affect teacher efficacy and student motivation (Youssef & Bose 2015) ; (Algwil 2023). The primary objective of this study is to identify and analyze these challenges, ultimately proposing effective solutions and strategies to address them. It is essential for key stakeholders in language education including educational policymakers, school administrators, and teacher training institutions to acknowledge and actively engage with these issues. Previous research highlights that the education system has failed to equip students with the requisite life skills, including communicative competence in foreign languages, which are critical for success in contemporary environments (Orafi, 2008). By addressing these challenges, stakeholders can play a vital role in enhancing the quality of English language education in Libyan public schools.

If left unaddressed, the challenges faced by EFL teachers could lead to a significant decline in English language proficiency among Libyan students. Such a decline would hinder their ability to communicate effectively in English and limit their future educational and career opportunities, particularly in an increasingly globalized world. As (Owen et al 2019) noted, the continual reliance on traditional methodologies such as the Grammar-Translation Method has impeded students' communicative competence and marginalized essential speaking and listening skills.

Furthermore, drawing from my personal experience as a secondary school teacher, I recognize the importance of investigating these challenges from multiple perspectives. Literature suggests that novice teachers often require structured support to navigate classroom challenges effectively, and tailored professional development opportunities are crucial in fostering effective teaching practices (Makoa & Segalo, 2021); (Webb & Baumgartner, 2023). By addressing these systemic challenges and providing innovative teaching strategies, we can support teachers and language tutors in Libya to overcome these obstacles and foster an engaging and productive learning environment.

Through this study, I aspire to contribute to the ongoing dialogue regarding English language education in Libya, thereby fostering a more effective learning experience for both educators and students.

1.3 Problem Statement

Although English language teaching has been present in Libya since 1994 in private schools and 1997 in public schools following a ban from 1986 serious challenges persist in effectively teaching English, particularly at the secondary level. These challenges significantly impact students' proficiency in the language, as secondary schools serve as the final opportunity for learners to acquire essential English skills before they enter university studies (Crystal 2003). The persistent difficulties in English language education in public schools, particularly within the western Zawia municipality of Zawia City, highlight the critical need for a comprehensive examination of the underlying factors contributing to these deficiencies in language instruction and their implications for student outcomes

1.4 Objectives of the Study

This study aims to:

1. Identify the various challenges faced by secondary school teachers in Zawia in the English language teaching context.
2. Analyze the factors contributing to these challenges.

1.5 Research Questions

To achieve the study objectives, the following research questions guide this investigation:

1. What are the challenges faced by secondary school teachers in Zawia when teaching English?
2. What factors contribute to these challenges experienced by secondary school teachers in Zawia?

1.6 Significance of the Study

Understanding the challenges faced by secondary school teachers in Zawia when teaching English is essential for addressing the educational needs within this context. This study specifically aims to identify the difficulties encountered by these teachers, as well as to explore the underlying reasons contributing to these challenges. While previous research has highlighted challenges in teaching English across various regions of the Arab world and Libya (Youssef & Bose, 2015); (Orafi, 2008), there is a lack of focused investigation into the specific issues faced by educators in Zawia. By directly addressing the questions of whether secondary school teachers in Zawia face difficulties in teaching English and what those difficulties and contributing factors are, this study seeks to provide nuanced insights into the teaching environment. The findings are anticipated to enhance the understanding of local issues and inform the development of targeted strategies that can improve both teaching practices and student outcomes. Thus, this research not only aims to fill a significant gap in the literature but also aspires to contribute practical recommendations that are relevant to the challenges identified.

1.7 Methodology

The methodology employed in this study follows a mixed-methods approach to investigate the challenges faced by EFL teachers in Libya, utilizing a questionnaire and semi-structured interviews as the primary research tools. The questionnaire, adapted from a thesis by (Saeed 2015), consisted of three sections: (1) problems in teaching English, (2) the classroom environment, and (3) teaching aids and resources. It utilized a five-point Likert scale for responses, enabling participants to indicate their level of agreement or disagreement with various statements. Each section addressed specific challenges, such as classroom dynamics, student engagement, and the quality of educational materials, aiming to provide reliable data representing the experiences of EFL teachers in Libyan public schools. Responses were analyzed quantitatively to identify trends and common difficulties.

To gain deeper insights into the lived experiences of EFL teachers, semi-structured interviews facilitated open discussions, allowing educators to express their perspectives on the challenges they face and potential solutions (Adams, 2015). This combination of quantitative and qualitative data enhanced the reliability of the findings and provided valuable recommendations for improving English language education in Libyan public schools.

1.8 Organization of the Study

The study is divided into five chapters as follows:

Chapter 1: Includes the background of the study, statement of the problems, research questions, objectives, significance, and the organization of the study.

Chapter 2: Presents a review of the literature relevant to this research. This chapter includes the background of teaching English in Libya, challenges faced by teachers, and pedagogical strategies utilized by English language teachers in secondary schools.

Chapter 3: Outlines the research methodology, detailing the participants of the study, the research instruments used for data collection, and the methods of data analysis.

Chapter 4: Interprets the results of the study, providing insights from the data collected through the questionnaires and semi-structured interviews.

Chapter 5: Summarizes the findings, discusses their implications, draws conclusions, and offers recommendations for future research

1.9 Summary of the Chapter

This chapter outlined the main focus of the study and provided background information and rationale for the research. It defined the objectives and research questions to clarify how they can be addressed and explained the methodology that will be used, along with the significance of the study. The next chapter will present a literature review on the background of English language teaching in Libya. It will explore the methods currently in use, identify the challenges faced by teachers, and provide a comprehensive overview of the topic.

Chapter Two

Literature Review

2.1 Introduction

A literature review comprehensively examines prior research published in various sources such as books, scholarly articles, and relevant materials to a specific issue, area of research, or theory. It offers a description, summary, and critical assessment of these works concerning the research problem under investigation. The primary goal of literature reviews is to present an overview of the sources used in studying a particular topic and to illustrate to the audience how the research agrees with or challenges existing scholarship on the subject. (libguides.usc.edu, n.d.)

Therefore, this chapter aims to provide background information about teaching English in Libya, including the current English language curriculum taught in Libyan preparatory and secondary schools. Additionally, it offers an outline of the teaching methods used in Libya. Furthermore, the chapter includes a discussion of EFL teachers' problems and difficulties worldwide. This comprehensive overview sets the foundation for understanding the context and challenges related to English language teaching in Libya.

2.2 Background to Teaching English in Libya

In the 21st century, the importance of English has increased significantly in various areas such as higher education, scientific training, technology, research, business, and commerce, including Arab countries like Libya. The incorporation of English into the educational system in Libya began in the 1970s and was made compulsory in the national curriculum until the mid-1980s. However, English teaching was completely banned in 1986 due to political, cultural, and economic factors that affected the educational system. During this time, there were limited individuals proficient in teaching languages, particularly English (Orafi,2008).

When English was reintroduced into schools in 1997, EFL teachers in Libya faced numerous obstacles stemming from the environment and the educational system itself. Teachers who had previously taught English encountered difficulties adapting to new teaching methodologies and integrating cultural aspects into English language textbooks, which required implementing the communicative approach. This created challenges in the teaching and learning environment, as the

teachers had forgotten the English language but were still expected to teach it. Consequently, only few remained capable of teaching languages, particularly English (Suwan, 2009).

Efforts were made to address the challenges faced by English language teachers in Libya by introducing training programs. However, these programs were largely unsuccessful due to the dominant local educational culture among teachers and learners. The focus on out-of-date methodologies and materials that uniquely emphasized Libyan culture made it difficult for Libyan teachers of English to adapt to the new approaches and materials. Additionally, the mismanagement and lack of well-designed policies further hindered the effectiveness and productivity of English language education in Libya (Pathan et al., 2016).

Reports indicate that the education system in Libya during this time failed to provide students with the necessary life skills, including communicative skills and foreign language proficiency, that are essential for success. The communicative approach to English language learning, as recommended by UNESCO, was not adequately implemented and schools lacked resources such as educational media, tape recorders, and oral skills testing. Basic classes were taught in the same classrooms, without specialized English teaching facilities or language laboratories. These limitations hampered the development of communicative and language skills among students (Orafi, 2008).

2.3 Methods of teaching English in Libya

In Libya, English language teachers employ a range of approaches to facilitate effective learning. However, the predominant methods employed are Grammar Translation Method (GTM), Audio-lingual Method, and Direct Teaching Method. The Grammar-Translation Method (GTM), also known as the Classical Method, has been used by language teachers for years to help students appreciate foreign language literature, become familiar with native language grammar, and grow academically by focusing on grammatical rules and patterns. (Larsen-Freeman & Anderson 2011) reading and writing skills are the main focus in GTM, but no attention is given to neither the speaking nor the listening skills. The GTM has a strong emphasis on accuracy and grammar forms, and it uses natural language as a teaching medium (Richards and Rodgers, 2001).

According to (Hamid 2010) as cited in (Owen, Razali, & Elhaj, 2019) the Grammar Translation Method (GTM) has been consistently used by teachers in Libyan English language classrooms, even from the earliest English textbooks up until today. This method is teacher-centered, emphasizing the translation of English materials into the mother tongue and prioritizing the teaching of grammar rules. Unfortunately, there is a lack of focus on vocabulary instruction, which has led to difficulties for Libyan secondary school students in developing their communication skills. In addition to (Hamid 2010) as cited in (Owen, Razali, & Elhaj, 2019), other Libyan researchers have also identified that grammar-based teaching pose significant challenges within the education system, as they do not effectively promote the development of communicative competence.

One of the two teaching methods commonly used by Libyan teachers in their English language instruction beside GTM is the Audio-Lingual Method it is characterized by a learner's reactive role, where they primarily respond to stimuli without much control over the content and with limited encouragement to initiate interaction. On the contrary, the teacher plays a central role in this approach by modeling the target language, monitoring student errors, correcting them, and directing the learning process (Larsen-Freeman, 2000). The method emphasizes accuracy through activities such as drilling, repetition, and practice of dialogues or sentence patterns, ultimately leading to memorization. Additionally, attention is given to intonation and pronunciation. (Richards & Rodgers, 2001) To illustrate, the Audio-Lingual Method typically includes listening and repeating drills. In this practice, learners listen to the teacher, repeat what is being said, and respond to the given commands.

The last teaching method that is understood by Libyan teachers but rarely used is the Direct Method (DM). This approach requires the exclusive use of the target language within the classroom. However, EFL teachers in Libya often deviate from this method and apply various techniques inappropriately, leading to confusion and inconsistent implementation. According to (Elabbar 2011), the Direct Method was infrequently used in the Libyan context, primarily by a limited number of teachers at the university level. In this context, the lecturer had the freedom to select the curriculum and teaching method. However, at the school level, the Libyan Ministry of Education established the national curriculum and organized the instructional framework. Although the Grammar Translation Method (GTM),

Audio-Lingual Method (ALM), and Direct Method (DM) have their advantages, some scholars resist that these approaches do not promote the use of diverse activities and materials that involve oral communication in the Libyan classroom.

This limits their effectiveness in facilitating the teaching and learning process. According to (Orafi & Borg 2009), these methods, such as GTM, ALM, and DM, have been criticized for being teacher-centered and for teaching language skills separately, which does not support the needs of Libyan students. For example, while the GTM may assist in the mastery of grammatical rules, it may not sufficiently support communication or the development of communicative competence among Libyan students. According to (Hamid 2010) as cited in (Owen, Razali, & Elhaj, 2019) Teacher-centered approaches have proven ineffective in achieving the goals of the education system for Libyan EFL students. These methods prioritize the role of the teacher over the active involvement of students, impeding their language learning progress. The education system should adopt alternative approaches that prioritize student-centered learning to better meet its objectives.

2.4 Libyan Syllabus and Textbooks

English is a crucial language in Libya's educational system, taught from intermediate levels and conducted in numerous scientific, technical, and medical courses in universities. During the 1970s and 1980s, intermediate and secondary public schools in Libya introduced the Living English for Libya textbooks. These textbooks emphasized aspects of Libyan life, such as the daily routines of farmers. Each lesson typically began with a reading passage, comprehension questions, sentence completion exercises, and drilling exercises. Arabic was utilized by teachers to emphasize pronunciation and comprehension, and students were encouraged to write down examples and answer questions. The teaching focus during this period centered around grammar and reading comprehension. Lessons were characterized by oral drills, focusing on grammar accuracy and pronunciation, vocabulary memorization, and reading aloud. It was common practice for Arabic to be widely used by both teachers and students in English language lessons.

In the late 1980s, political tensions between Libya and the West led to a ban on English teaching in schools and universities, resulting in reduced resources and career changes for many Libyan English language teachers (Orafi 2008). As a

result, the state of English language teaching in Libya experienced a significant deterioration that lasted for nearly a decade. This decision had a negative impact on the future of education in Libya. By the mid-1990s, the adverse effects of the English language teaching ban became increasingly apparent. For instance, university graduates exhibited a limited proficiency in English. In response to this situation, the Libyan government implemented a significant measure in 2000: the introduction of a new English language teaching curriculum at the secondary level (Orafi & Borg 2009).

In 1998/1999, Garnet Education introduced a series of English for Libya, which was used in both preparatory and secondary stages. The series was introduced in 2005/2006 to the 3rd primary class and was stopped in 2006/2007. English at that period was a compulsory course from the 5th primary class up to the 3rd secondary

class, taught for 8 years. The course is composed of four parts: the course book, the workbook, CD, and the Teacher Book. The course focuses on students' performance and activity in class, with tasks including speaking, listening, reading, writing, role-playing, and games (Mohsen, 2014). The new curriculum represents a significant departure from its predecessor in terms of its broader scope. Unlike its predecessor, which did not address functional language use, listening, and speaking, the new curriculum places a strong emphasis on these areas. However, it is in its methodology that the new curriculum truly distinguishes itself from its predecessor.

The new curriculum incorporates activities that align with communicative standards and promote the effective use of language in both oral and written contexts, therefore supporting the development of receptive and productive skills. In 2018, the Libyan government introduced the 21st Century English for Libya course to improve English language learning in primary schools. The course focuses on study skills, teamwork, critical thinking, and problem-solving, with activities like pre-writing, sound recognition, and word recognition. It also emphasizes collaboration, communication, critical thinking, and creativity. Activities include pair work, puzzles, stories, dialogue practice, and games. Speaking skills are also emphasized, with recorded materials providing a model for pronunciation (Orafi et al., 2022).

Despite extensive efforts, the implementation of the new English language teaching curriculum did not develop as expected, as highlighted by (Salem & Youssif 2019). Although many teachers attempted to incorporate Communicative

Language Teaching (CLT) principles, several factors impeded their successful implementation. These included limited time, insufficient funding, low English proficiency, lack of training, large classes, and resistance from students. They have also suggested that policymakers should recognize the importance of funding and sustainable support for successful curriculum change, as well as the need for collaboration and balanced time availability for teachers. Additionally, (Orafi & Borg 2009) conducted a study on the implementation of a new English language curriculum in Libya's secondary schools.

They found that the teachers' perceptions and educational context affected the delivery of the program. This study shows how important it is to take into account the context and beliefs of educators when developing curriculum reforms.

2.5 EFL Teachers' Problems and Difficulties Worldwide

Teaching English as a foreign language in schools is considered as challenging task for many teachers, as they encounter many difficulties in imparting effective foreign language education. This has led to extensive research on this topic by scholars worldwide. (Hindi 2012) has claimed that teaching English as a foreign or a second language is a challenge for every teacher whether beginner or experienced, yet rewarding career choice. The role of appropriate methodology in EFL teaching has also been investigated and the study revealed that the teachers' inability to effectively teach English as a tool for self-expression and communicative goals was largely attributed to their teaching methods. (Rabab'ah 2005) conducted a study that supports this finding specifically for Arab English as a Foreign Language (EFL) learners. The study affirms that Arab EFL learners encounter difficulties due to ineffective teaching methodologies.

The similar results were also shared by (Al-Tamimi, 2019) stating that the key problems hindering learners from achieving their language acquisition goals were heavily relying on grammar-focused teaching methodologies, which were not beneficial for the learners. According to (Khan 2011), existing researches consistently points out that the challenges faced by Arab students in learning English can be attributed to inadequate teaching methods as well as a lack of appropriate language environments.

Several studies have emphasized the correlation between the failure of effective English as a Foreign Language teaching and the insufficient training of

EFL teachers. It is widely known that the effectiveness of English language teaching heavily relies on the training provided to EFL teachers. However, in many cases, EFL school teachers are not equipped with effective and meaningful training in teaching. A Similar study by (Shehdeh 2010) has reported that in many Arab countries, teachers face challenges due to the lack of authentic language learning environments and insufficient professional training.

These factors hinder the effective teaching of English and contribute to difficulties in language acquisition for students. And as (Rohe, 2022) pointed out, the majority of primary English teachers are not experienced enough and lack sufficient qualifications to teach English effectively.

Another study conducted by (Altakhaineh, 2020) in Jordan found that the quality of teacher certification programs suffers from the lack of adequately trained trainers and little emphasis on teaching practice. (Al-Seghayer 2014,) has also stated that some Saudi English teachers in public schools have received minimal or no in-service teaching training, despite having taught English for an extended period of over a decade. This lack of continuous professional development can hinder their ability to enhance their teaching skills and stay updated with current instructional practices.

(Sabri 2018) found that English language teaching in AL-Dhalea primary and secondary schools in Yemen encounters challenges such as large class sizes, limited teaching aids and materials, low proficiency of teachers in English, and lack of training in English language teaching. By the same taking, (Rohe, 2022) reported similar challenges among EFL teachers in Bangladesh, including the lack of various materials, technologies, and teaching aids for effective teaching. As noted by (Al-Seghayer's 2014) study, it was found that schools often lack the necessary teaching resources, including wall charts, flashcards, posters, audio and visual aids. This shortage of relevant teaching resources can hinder effective language teaching and limit students' learning opportunities Furthermore, according to (Shehdeh 2010), schools in most of the Arab countries complain from the same issue which is lack of different kinds of teaching sources.

In addition to the lack of support and insufficient training for EFL teachers, studies have identified other challenges in English language teaching. These challenges include large classroom sizes, low student achievement in English, and the pressure to cover the EFL curriculum within the given time for lessons,

regardless of students' proficiency levels in English. These factors pose significant obstacles to effective teaching and learning in the EFL classroom. (Al-Seghayer, 2014, Hindi, 2012, Sripathum 2013, Salahuddin and Khan, 2012)

2.6 EFL Teachers' Problems and Difficulties in Libya

Teaching English as a Foreign Language (EFL) in public schools in Libya poses significant challenges for educators, influenced by various interconnected factors. (Youssef & Bose 2015) found that students' limited English proficiency is often related to their motivation for learning the language and their attitudes toward it. This lack of motivation is further exacerbated by a curriculum that prioritizes exam preparation, leading teachers to prefer traditional teaching methods over Communicative Language Teaching (CLT) (Al-Seghayer, 2014). Consequently, this approach adversely affects the development of students' communication skills (Algwil, 2023).

Additionally, the new curriculum introduces unfamiliar methods for many teachers, posing further challenges to their teaching efforts (Abu Talag, 2023). Within this context, (Abdelaty 2023) noted that teachers face difficulties managing communicative and task-based activities due to large class sizes, which significantly restrict their capacity to provide individualized attention and feedback. Participants in his study expressed a strong need for enhanced pre-service and in-service training opportunities, ongoing professional development, and increased support from school administration to effectively navigate these challenges.

Moreover, time constraints are a significant concern, as highlighted in the research by (Pathan et al., 2016). Many Libyan preparatory and secondary school teachers find themselves limited to merely completing the syllabus, which compromises their ability to deliver comprehensive lessons and neglects essential skills necessary for effective learning.

2.7 Teacher's Role in Teaching EFL

Teachers in English language education take on various roles, each requiring different approaches and characterized by unique objectives. They play a vital role in sparking students' interest in subjects and languages by offering diverse perspectives and demonstrating their relevance in everyday life.

In addition to assessing student participation and providing guidance similar to that of a parental figure, teachers help students make informed choices about their

futures (Lal 2016). As noted by (Harmer 2007), effective teachers build rapport with students, address classroom challenges, and adapt to different situations. This adaptability is supported by thorough preparation and expertise in language teaching methods, which are essential for developing key skills in reading, writing, listening, and speaking. Additionally, teachers are encouraged to modify course materials and actively seek feedback to foster continuous improvement in their teaching practices.

Several vital roles of teachers are highlighted by (Archana and Kumbakona 2017), including a continual focus on learning in response to evolving educational landscapes, serving as facilitators to guide and support student self-exploration, acting as effective assessors providing ongoing feedback, managing the classroom to oversee academic and interpersonal development, and evaluating students with a focus on enhancing their competencies rather than weaknesses. In addition, (Al-Gharaibeh and Al-Jamal 2016) highlight the complexity inherent in teaching English as a foreign language, where teachers, students, and textbooks play instrumental roles for optimal instructional efficacy.

The importance of enlightening student motivation as a fundamental educational goal is stressed by (Hanus and Fox 2015), involving encouragement of student autonomy, emphasis on material relevance and interconnectedness, and fostering competence, interest, and self-efficacy to enhance student engagement. (Johnson 2017) emphasizes the critical role of teacher motivation in enhancing classroom effectiveness and overall educational standards. (Carson and Chase 2009) highlight the crucial impact of teacher motivation on classroom dynamics and school quality. (Freeman 2002) explores challenges faced by language teachers, attributing reasons for leaving the profession to factors such as excessive workload, lack of support and respect from administrators, student behavior issues, parental involvement, salary concerns, and personal circumstances.

Teachers are characterized as vital supporters, facilitators, and guides by (Aziz and Kazi 2019), providing students with opportunities for learning, knowledge acquisition, critical thinking enhancement, and constructive feedback. (Harmer 2015) describes teacher roles as encompassing facilitation, control, management, and assessment, with responsibilities in guiding, resourcing, structuring the learning environment, and evaluating student progress. (Kapur 2019) asserts that teachers, when well-informed of their roles, equipped with essential skills, operating in conducive environments with adequate resources, and nurturing

positive collegial relationships, are motivated to effectively fulfill their duties. This motivation empowers teachers to meet their professional and personal goals, leading to job satisfaction.

2.8 Teaching Aids

Teaching is communication. In a good communication there are three important aspects. These are: the person giving the information, the message/information that is to be passed and the receiver. The focus of teaching/learning English is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of the target language in flexible learning environment, on transformation at participation rather than on (measurable) outcome and individual's possession of skill (Asokhia 2009).

English communication involves listening and speaking, crucial even during reading and writing learning stages. Language is naturally social, involving idea and information exchange, requiring practical, not just theoretical, teaching methods, unlike some other subjects (Al-Tamimi, 2019).

(Asokhia 2009) suggests that creativity enhances dialogues, scenes and plays that closely resemble real-life communication and provides a dynamic format in which language skills can be introduced and consolidate. Creativity is communication, a strong motivating factor in improving language processing ability.

(Ordu 2021) thinks that teaching aids play a crucial role in creating an enabling environment for effective teaching and learning and he categorizes teaching aids into multiple types:

- Conventional/Traditional Teaching Aids: Elements like chalks, blackboards, and natural materials utilized in teaching prior to modern technological advancements.
- Non-Conventional/Modern Teaching Aids: This category encompasses tools such as computers, interactive whiteboards, and multimedia resources.
- Audio-Visual Aids: These aids engage both auditory and visual senses, including materials like DVDs and multimedia resources.
- Projected and Non-Projected Aids: Projected aids consist of tools like PowerPoint presentations and overhead projectors, while non-projected aids

include traditional items like chalkboards and posters, and all those aids are useful in the teaching process. Hence, it is crucial for English instructors to employ teaching aids or be resourceful in order to simplify, enhance, and ensure lasting learning outcomes. For instance, common English language usage presents pairs of words that may cause confusion, which can be effectively addressed through teachers' innovative improvisation (Asokhia 2009).

A teaching aid is an aid used for teaching purposes (i.e. used while teaching). They can be classified according to various criteria (Brazdeikis & Masaiti, 2012):

- Educational approach: distinguishing aids used for frontal teaching methods from those for individual learning methods.
- User: including aids for teacher tasks, student activities, or a combination of both.
- Subject: such as mathematics aids, history aids, etc.
- Main element: encompassing computer-based tools, paper aids, technical aids, car-related aids, among others.
- Nature of application: delineating aids designed for teaching about a topic versus aids designed for hands-on teaching experiences, including integrated aids.
- Information transmission: involving sound (audio), visual (media), sensory aids, and more.
- Presentation type: spanning digital, paper, fabric, hardware, network aids, and others.
- Interactivity: ranging from demonstration (static, static with moving images and sound), exercises control (enabling responses with tasks, adjusting initial conditions), to modeling (design, simulation).

The significance of teaching aids stems from their ability to offer experiences through diverse sensory channels (sight, hearing, touch), enhancing comprehension and memory retention. Their importance is evident in fostering enthusiasm by instilling a positive atmosphere among both educators and learners, thus cultivating a dynamic and engaging learning atmosphere. Consequently, it is essential for English educators to apply teaching aids or employ resourceful strategies to ensure that learning is accessible, enjoyable, and permanent.

2.9 Teacher's Experiences

Teachers play a crucial role in shaping the educational experiences and outcomes for young students, encompassing responsibilities that extend far beyond simply imparting knowledge (Kapur, 2019). Teacher experience, defined as the number of years spent in the profession, has been positively linked to student achievement, with research by (Webb & Baumgartner 2023) indicating that teacher effectiveness improves significantly over time. While novice teachers, or those with less than five years of experience, initially demonstrate a rapid increase in productivity, they often encounter challenges that more experienced teachers have learned to navigate effectively (Makoa & Segalo, 2021).

The differences between novice and experienced teachers extend into various dimensions of teaching practice. According to (Mehrpour & Mirsanjari 2016), experienced teachers possess advanced cognitive frameworks that enable them to analyze classroom phenomena and make informed instructional decisions. In contrast, novice teachers often struggle with these interpretations, which can impede their decision-making. Furthermore, experienced educators exhibit flexible planning capabilities and are adept at adapting lessons to align with student interests and classroom dynamics, whereas novice teachers tend to follow a fixed lesson plans with limited flexibility.

Instructional routines and coping mechanisms also differ markedly; experienced teachers have developed effective strategies for managing challenges, while novice teachers are still cultivating these essential skills. Additionally, experienced teachers have a comprehensive grasp of their subject matter, which allows them to connect concepts across disciplines, whereas novice teachers are still in the process of deepening their content knowledge.

To effectively support the professional growth of both novice and experienced educators, (Smith 2005) emphasizes the necessity of specialized professional development. Novice teachers require structured support in areas such as classroom management and lesson planning, complemented by mentorship. Conversely, more experienced teachers seek opportunities for engaging with advanced pedagogical theories and collaborative learning environments that foster professional exchange. By recognizing and addressing the distinct developmental needs of teachers based on their experience, educational institutions can enhance both teaching effectiveness and student outcomes.

In conclusion, the roles and responsibilities of teachers in the classroom are crucial for shaping educational experiences and outcomes for students. Teacher

experience plays a significant role in student achievement and instructional effectiveness, highlighting the need for specialized professional development to support both novice and experienced educators.

2.10 Learning Environments

learning environment refers to physical setting or virtual space where learning takes place (Maat et al., 2015). In an environment that promotes collaboration and interaction, individuals are more likely to develop tolerance, enhance their communication skills, engage in teamwork, and improve their ability to analyze and address educational challenges. This highlights the significance of a positive interactive educational setting, which plays a crucial role in personal development. Therefore, it is essential to explain its importance and relevance in today's context. (Prima et al., 2024).

Traditional teaching methods often result in an unmotivated learning environment, where students become disengaged from the material and adopt a passive role in the classroom. In contrast, interactive teaching methods have shown to create a more engaging learning environment that actively involves students in the educational process (Suryodiningrat et al., 2013).

Factors such as noise levels can significantly affect a person's ability to hear and comprehend speech, which is crucial for language acquisition. Additionally, the physical conditions of the classroom, including acoustics, lighting, and seating arrangements, can either facilitate or obstruct the language learning process (Nwokedi, 2023).

The physical environment of a classroom is essential for promoting effective learning and academic success, particularly in language acquisition such as English.

The learning environment encompasses both the physical setting and the virtual space in which education occurs (Maat et al., 2015). This environment is crucial, as it directly influences the quality of learning experiences that students encounter. In spaces that promote collaboration and interaction, individuals are more likely to develop important skills such as tolerance, effective communication, teamwork, and the ability to analyze and address educational challenges. This indicates that a positive interactive educational setting is vital for personal development, making it essential to understand its significance in contemporary educational contexts (Prima et al., 2024).

Conversely, traditional teaching methods often create a demotivating learning atmosphere, leading to student disengagement and passivity in the classroom. This lack of engagement can profoundly affect students' academic performance, particularly in language learning. In contrast, interactive teaching methods foster a more stimulating environment, actively engaging students in the educational process (Suryodiningrat et al., 2013).

Moreover, factors such as noise levels can greatly influence a learner's ability to hear and comprehend speech, which is crucial for language acquisition. The physical conditions of the classroom including acoustics, lighting, and seating arrangements play a pivotal role in either supporting or hindering students' language learning experiences (Nwokedi, 2023). Thus, the physical classroom environment is fundamental to promoting effective learning and academic success, especially in language acquisition, such as English.

2.11 Summary of the Chapter

Teaching English in Libya is vital due to its significance in facilitating global communication and enhancing economic opportunities. Chapter Two presents a literature review on English language education in the country, exploring the historical context, current teaching methodologies, and the challenges faced by educators. The chapter also examines the roles of teachers and the effects of various teaching environments on student learning. This review establishes a comprehensive understanding of the complexities surrounding English language teaching in Libya.

Chapter Three

Methodology

3.1 Introduction

This chapter describes the methodology followed in this study, including the population and the sample, the instruments used, validity and reliability considerations, and the design, data collection, data analysis, statistical analysis, and procedures of the study.

3.2 Research Design

A research design serves as the foundation or blueprint for a study, providing direction for data collection and analysis processes. It refers to the systematic structure of conditions for data collection and analysis, intending to generalize sample findings to the broader population (Pandey, & Pandey, 2015).

Research methodologies can be primarily categorized into two approaches, as asserted by (Symeou and Lamprianou 2008): quantitative and qualitative. The quantitative approach emphasizes the use of objective data, such as numerical values and statistical analyses, to describe, quantify, and assess facts through methods like surveys, experiments, and structured observations. Conversely, the qualitative approach concentrates on subjective data, such as verbal expressions, images, emotions, and human behaviors, utilizing methodologies like interviews, observations, and textual analysis to explore the meanings and interpretations derived from personal experiences. (Kothari 2004) further describes qualitative research as concentrating on subjectively evaluating attitudes, opinions, and behaviors, while quantitative research relies on quantifying amounts. (Creswell & Creswell 2018) explain that qualitative research aims to explore and understand the meanings individuals or groups ascribe to social or human problems, whereas quantitative research tests objective theories by examining the relationships among measurable variables. In this study, the researcher employs a mixed-method approach that combines both quantitative and qualitative research methods to gain a more complete understanding of the problems teachers face in teaching English at secondary schools.

3.3 Data Collection Instruments

A research instrument is a scientifically and systematically designed tool used to collect, measure, and analyze data related to specific research interests and objectives (Shaheen, et al, 2016). To achieve the study's objectives, the researcher employed two instruments: a questionnaire and an interview.

3.3.1 The Questionnaire

Questionnaires are defined as text-based instruments that provide survey participants with a series of questions to answer or statements to respond to (Young, 2016). The designed questionnaire was created specifically for this study and was administered to teachers of English as a Foreign Language at secondary schools in Zawia. The questionnaire was informed by a comprehensive literature review and drew upon similar previous instruments developed by researchers investigating challenges in teaching English as a Foreign Language (Saeed, 2016).

The decision to adopt and adapt the questionnaire from previous studies was based on key factors: relevance, validity, reliability, time efficiency, and customization (Abdullah, 2019). This alignment ensures that the collected data addresses the specific objectives of the study.

Relevance was paramount in the questionnaire's design, as it closely corresponds with the topics and variables under investigation (ibid). Validity, defined as the extent to which an instrument measures what it is intended to measure (Kimberlin & Winterstein, 2008), was ensured through expert reviews for both face and content validity. A panel of experts provided feedback leading to necessary modifications to enhance clarity and comprehensiveness. Reliability was confirmed using Cronbach's Alpha, yielding a coefficient of 0.858, indicating high reliability. A test-retest approach further validated the instrument's consistency.

Utilizing a pre-validated questionnaire streamlined data collection, allowing for a greater focus on analysis. While elements were adapted to fit the study's context, customization preserved the original tool's integrity. The questionnaire consisted of four parts; first, the demographic section that aimed to describe the teaching experience, number of training courses and the educational background of the participants. The next three sections were designed to provide information needed in order to answer the questions of the study. The second section, titled "problems related to English teachers experience " aimed at exploring the problems

related to the proficiency of the teachers. Five items were listed, employing a five-point Likert scale, the participants were asked to choose one of the choices that measure the degree of their agreement or disagreement as show below:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

Table 1 shows the five points Likert scale

The third section was concerned with the problems related to teaching-learning environment. It aimed at finding the main problems that face the teacher regarding the educational environment. Five related items were listed. Again, the participants were asked to choose the suitable answer from five Likert scale choices.

The fourth section of the questionnaire aimed at exploring the problems related to availability of resources and teaching aids. It contained five relevant statements.

3.3.2 Validity of the Instrument

Validity is typically defined in quantitative research as the extent to which an instrument measures what it is intended to measure (Kimberlin & Winterstein,2008). In contrast, in qualitative research, validity is associated with trustworthiness, usefulness, and reliability (Zohrabi , 2013). Building on this distinction, (Mohajan 2010) explores the concept of validity across both research approaches and references (Thatcher 2010), who emphasizes the importance of ensuring that measuring instruments accurately captures intended constructs. Moreover, Mohajan refers to (Creswell 2014), who clarifies that in qualitative research, validity entails specific processes to confirm the accuracy of findings, asserting that validity is more closely associated with the interpretation of scores rather than solely with the instruments used.

3.3.2.1 Face Validity

Face validity involves the researchers' subjective judgment regarding the clarity and relevance of a measuring instrument. It assesses whether the items on the instrument seem appropriate, reasonable, and easy to understand (Oluwatayo, 2012). To ensure the face validity of the instrument, the researcher engaged a panel of

experts who examined the questionnaire independently. They provided consistent feedback on the clarity and relevance of the items, leading to slight modifications. For instance, experts recommended rephrasing certain sentences and combining others to enhance clarity. Their insights were instrumental in refining the overall structure of the questionnaire, thus reinforcing its face validity.

3.3.2.2 Content Validity

Content validity, on the other hand, emphasizes the comprehensive evaluation of the instrument's content. In discussing content validity, (Straub1989) highlights the significance of literature reviews and evaluations by expert judges or panels. This process is further elaborated by (Boudreau & Gefen 2004), who underscore the necessity of assessing new survey instruments to ensure they encompass all essential items and exclude any undesirable ones. The authors note that this evaluation relies on expert judgment to confirm that the instrument's content accurately reflects the construct being measured (Straub,1989); (Boudreau &Gefen, 2004).

To ensure the content validity of the instrument, the same panel of experts reviewed the questionnaire, providing valuable feedback on its items and major sections. While their evaluations did not necessitate significant changes, the careful consideration of their insights led to some refinements, ultimately strengthening the validity of the questionnaire and ensuring more reliable outcomes in the research.

3.3.2.3 Discriminant Validity

Discriminant validity, also known as concurrent validity, is calculated using an independent samples t-test to determine the difference between two extreme groups. The calculated t-value for the significance of the difference between the two extreme groups in the total score represents the discriminant validity of the scale. To achieve this, the total scores of the questionnaire items are arranged in descending order from the highest score to the lowest score. The two extreme groups are identified in the total score with a percentage of 27% in each group. By conducting an independent samples t-test, a calculated significance value of < 0.001 was obtained for all dimensions of the questionnaire, which is less than 0.05. This indicates that the Questionnaire has discriminant validity, meaning it has a high discriminatory ability.

Questionnaire	Group	Mean	Std	Means difference	T value	P-value
Experience	Upper group	22.93	0.799	6.20	9.274	< 0.001
	Lower group	16.73	2.463			
Learning Environment	Upper group	23.27	10.491	11.40	4.134	< 0.001
	Lower group	11.87	1.995			
Resources and teaching aids	Upper group	21.40	2.063	11.60	16.175	< 0.001
	Lower group	9.80	1.859			
Questionnaire	Upper group	64.13	11.325	20.93	6.687	< 0.001
	Lower group	43.20	4.329			

Table2 illustrates the results of the t-test for testing the difference between the two groups

3.3.3 Reliability of the Instrument

Reliability is a crucial aspect of measurement in research, reflecting the stability of the measuring instrument and its consistency over time. It indicates the ability of a measurement tool to yield consistent results upon repeated administration. Various methods exist to evaluate reliability, including test-retest reliability, alternative forms reliability, and internal consistency tests. Internal consistency can be assessed through split-half reliability, item-total correlations, and the alpha reliability coefficient. Researchers developing new scales typically confirm reliability through these methods, often combining test-retest or alternative forms reliability with internal consistency assessments.

For studies utilizing pre-existing scales with established reliability, a single internal consistency test is generally sufficient to ensure that the scales maintain consistency over time and in different contexts (Sürücü and Maslakçı, 2020). Collectively, these methods contribute to ensuring that measurement tools are both valid and reliable, which is essential for producing credible research findings.

In this study, the reliability of the questionnaire was assessed using a test-retest approach, where a separate sample of participants was surveyed one week after the initial distribution. This method reinforced the understanding that reliability is fundamental for obtaining consistent results across varied assessments.

To evaluate the reliability of the performance, the researcher calculated the reliability coefficients of the scale. The study tool's reliability was measured using Cronbach's alpha to assess the internal consistency of the questionnaire. Results, as presented in Table 3, indicate a reliability level of **76.9%** in the study sample responses, deemed acceptable since alpha values above **60%** are regarded as reliable. This finding suggests that the scale is dependable, indicating that respondents interpret its items as intended by the researcher. Thus, it can be reliably used in this field study, with an estimated likelihood of obtaining consistent results upon reapplication at **76.9%**.

questionnaire	Number of statements	Cronbach's Alpha
Experience	5	0.621
Learning Environment	5	0.627
Resources and teaching aids	5	0.741
Over all	15	0.76.9

Table3 illustrate the results of the test for the reliability of the study questionnaire

The relative importance scale of the arithmetic mean: A ranking scale was developed for the arithmetic mean according to its level of importance for use in analyzing the results as follows:

Scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

Relative importance	The average arithmetic
Very Low	1-1.79
Low	1.8-2.59
Moderate	2.6-3.39
High	3.4-4.19
Very High	4.2-5

Table 4 shows the relative importance scale of the arithmetic mean

3.4 Interviews

The researcher used open-ended interviews to obtain information that structured written responses could not offer. Semi-structured interviews mainly include open-ended questions, which allow participants to probe deeper into their thoughts and ideas. This approach enables individuals to share their personal

opinions on the topic, discuss their experiences, and express themselves using their own words. (Karatsareas, 2022)

3.5 Pilot Study

Pilot studies play a vital role in effective research design by providing preliminary insights into potential challenges within the main study. They are instrumental in identifying deviations from established research protocols and evaluating the suitability of the proposed methods or tools (Van Teijlingen and Hundley, 2002). (Junyong 2005) highlights that the primary aim of a pilot study is to assess the feasibility of a specific concept, determine if further investigation is warranted, and identify the most effective strategies for continuation. Furthermore, (Crossman 2019) notes that pilot studies are essential small-scale inquiries that assist researchers in discovering optimal methodologies for larger-scale studies. They allow for the trial or pre-testing of specific research instruments (Baker, 1994), as cited in (Van Teijlingen and Hundley, 2002) and contribute to the refinement of research methods and procedures (Simkus, 2023).

3.5.1 Pilot Study of the Questionnaire

In line with these principles, a pilot study was conducted specifically for the questionnaire with a group of five teachers from various schools who were not part of the main study sample. This group was selected to reflect the characteristics of the overall intended sample and was tasked with completing the questionnaire within ten minutes. The pilot version of the questionnaire was distributed during the second week of December 2024.

As the teachers engaged with the questionnaire, their critical feedback on the design provided the researcher with valuable insights. The teachers suggested placing the scale of agreement, or Likert scale, above each section to enhance clarity. They also recommended using simpler language throughout the questionnaire to make it more accessible. Furthermore, the teachers suggested including an introductory section that summarizes the purpose of the questionnaire and provides brief instructions on how to complete it effectively. This feedback facilitated adjustments to the layout for enhanced clarity and efficiency, ensuring that subsequent participants could complete the questionnaire within the designated timeframe. Importantly, the five teachers involved in the pilot study were excluded from the main sample to maintain the integrity of the research. One week after the

initial pilot, the questionnaire was re-administered to assess its reliability, thereby reinforcing the value of the pilot study in establishing a reliable research framework.

3.6 Sampling and Population

According to (Shukla 2020), a population refers to the entire group of units that share a specific characteristic being studied, from which research findings can be generalized. He also defines a sample as a segment of that population that accurately reflects its entirety. This implies that the selected units must embody the various characteristics of different types within the population. As noted by (Ahmad et al. 2023), the population represents the entire group of interest, while the sample is a smaller, representative subset.

This research focuses on English language teachers in Zawia. The broader population consists of (16) schools within the municipality; however, interviews and questionnaires were conducted only at (10) selected schools. The selected schools are divided by gender and include: in Abuissa, Shuhada Abuissa Boys Secondary School, Alwahda Girls Secondary School, and Abuissa Girls Secondary School; in Alsabriya, Omar Almasawi Secondary School and Fahmi Alsabriya Secondary School; in Matrad, Almatrad Girls Secondary School and Almatrad Boys Secondary School; and in Alharsha, Alharsha Girls Secondary School and Al Hurriya Boys Secondary School.

The total number of teachers across all schools in the municipality is (165) (see Appendix G). For this study, a sample of (54) teachers was drawn from the (10) schools visited. The sampling was conducted using a random sampling method to ensure that every teacher in the population had an equal chance of being selected. This approach helps to capture a diverse and representative range of perspectives while minimizing selection bias. Participants were selected randomly from the English language teachers in the region, thereby enhancing the generalizability of the qualitative data gathered (Nyimbili & Nyimbili, 2024).

3.7 Procedures of Data Collection

After establishing the research approach and selecting the data collection instrument, the data collection procedure was planned. As defined by Hassan (2024), this procedure involves the systematic acquisition of information from multiple sources to address research questions and evaluate outcomes. It requires choosing the appropriate techniques to gather relevant data for the study. For this

research, the data collection procedure consisted of two main steps: first, administering questionnaires, followed by conducting interviews.

3.7.1 Administrating the Questionnaire

Questionnaire distribution took place between the 22nd of December 2024 and the 2nd of January 2025, coinciding with the final exams for secondary school students, which presented certain challenges. To facilitate a smooth process, it was necessary to accommodate the teachers' busy schedules and encourage their participation. The principals played a crucial role in this effort by providing a list of teachers and promoting engagement with the questionnaire. Their support significantly simplified the process.

Nevertheless, some teachers were hesitant to participate; however, their concerns were successfully addressed by clarifying the simplicity and shortness of the questionnaire. Finally, all teachers agreed to complete it, resulting in a complete set of responses.

3.7.2 Conducting the Interview

After distributing the questionnaire, all teachers had a week off for the first term. During this holiday, the appropriate sample for the interviews was selected from participants across different cities under the municipality to ensure a variety of opinions. Participants were subsequently contacted through the phone numbers and Facebook accounts they provided on the questionnaire. Meetings were arranged according to their preferences and schedules, utilizing Messenger based on their suggestions. The interviews took place between January 5th and January 8th, 2025. As participants preferred not to be recorded, notes were taken instead, and their wishes were respected.

3.8 Ethical Issues

Research ethics, as defined by (Rana et al. 2021), involves moral guidelines that ensure the integrity of research processes, the protection of participants, and the credibility of outcomes. Therefore, it is essential for researchers to adhere to ethical principles, as highlighted by (Judd et al. 1991), as cited in (Mirza et al, 2023). In this study, several ethical considerations are particularly emphasized.

Firstly, respect for participants is paramount, especially since the research investigates the perspectives of secondary school English teachers. This respect involves valuing diverse opinions and maintaining confidentiality while fostering

open expression through a non-judgmental and comfortable environment. Consequently, the researcher actively listens and encourages dialogue, all while upholding professional boundaries to demonstrate integrity in the research process.

Moreover, managing relationships and potential conflicts of interest is critical. According to the (Tri-Council Policy Statement 2022), researchers must disclose any conflicts to maintain trust with participants. In this instance, the researcher navigated differing viewpoints from colleagues but ensured that her role as a researcher preserved the integrity of the data collection process.

Furthermore, informed consent was obtained through initial communication from school principals, followed by the researcher providing a detailed explanation of the study's purpose. Participation was explicitly stated to be voluntary, and importantly, the preferences of participants regarding recording their responses were respected.

Finally, confidentiality and anonymity are vital for ensuring that participants feel secure when sharing their perspectives. The researcher took measures to create a safe space for expression, thereby safeguarding all collected data to uphold ethical standards. By doing so, this approach ensures the reliability of the research outcomes and the protection of participant privacy.

3.9 Procedures of Data Analysis

The data analysis for this research involved several systematic steps to ensure accuracy and professionalism. Firstly, the questionnaires were collected and verified for numerical accuracy. Following this, all completed questionnaires were submitted to a statistical expert for comprehensive data analysis using specialized software. Additionally, the qualitative data collected through interviews were analyzed manually through note-taking. These notes were then transcribed into individual transcripts and compiled for analysis. Utilizing a thematic analysis approach, various themes were identified to effectively address the research questions. This comprehensive procedure allowed for a thorough examination of both quantitative and qualitative data, enhancing the overall credibility of the findings.

3.10 Summary of the Chapter

This chapter addressed several key components of the research process, including the research design and context, the sample selection, the instruments used for data collection, the data collection procedure, the pilot study, and the ethical considerations involved. The following chapter will focus on the analysis of the collected data

Chapter Four Data Analysis

4.1 Introduction

This chapter is dedicated to the analysis and discussion of data collected from questionnaires completed by (54) secondary school teachers, as well as interviews conducted with (6) secondary school teachers. The chapter is divided into two phases. First, the quantitative data analysis, which was carried out by a specialist in data analysis, aimed to select an appropriate sample for the qualitative phase of the study. Second, the qualitative data analysis was conducted manually using a thematic analysis approach. This chapter aims to answer the research questions and fulfill the study's objectives.

4.2 Quantitative Data Analysis

This section discusses the results derived from the questionnaire administration. The questionnaire aimed to explore the challenges teachers face in their work, including their experience levels, professional development, and perceptions of the teaching and learning environment. The results are organized in tables to show the distribution of responses across various categories and provide an overview of the current situation in English language teaching within this context.

The data were analyzed using descriptive statistics to summarize teachers' perceptions of the challenges they encounter while teaching English in Libyan secondary schools. Frequency tables, means, and standard deviations were computed for each statement on the questionnaire to assess the central tendency and variability of responses. The statistical software used for the analysis was SPSS V27, and the results were interpreted to identify key trends, concerns, and areas for improvement related to these challenges.

The findings highlight the challenges faced by English teachers organized into four main areas: Teacher Characteristics, Teaching Experience, Learning Environment, and Availability of Resources and Teaching Aids.

4.2.1 Teacher Demographics

This subsection presents the background characteristics of the teachers who participated in the questionnaire, including their years of teaching experience, training courses attended, and educational degrees. Understanding these

demographics provides insights into the qualifications and professional development of teachers.

4.2.1.1 Years of Teaching Experience

The distribution of participating teachers by years of experience is summarized in Table (1).

Years of Experience	Count	%
Less than 5 years	6	11.1
6 – 10 years	7	13.0
11 – 15 years	14	25.9
More than 15 years	27	50.0
Total	54	100.0

Table5 sample distribution based on years of experience

The majority of respondents (**50.0%**) had more than 15 years of teaching experience, indicating a sample composed primarily of seasoned educators. This substantial experience base suggests that the collected data reflects the insights of professionals with a long-term perspective on the challenges of teaching English in Libyan secondary schools. The data reveals a tendency towards more experienced teachers, with (**75.9%**) of participants having over 10 years of experience. This distribution provides a valuable perspective on long-term challenges and changes in the English teaching landscape in Libyan secondary schools.

4.2.1.2 Training Courses Attended

The professional development of teachers was assessed through their participation in training courses, as presented in Table (2) .

Training courses you have attended	Count	%
No	19	35.2
One training course	22	40.7
Two training courses	13	24.1
Total	54	100.0

Table 6 sample distribution based on training courses they have attended

The data reveals varied participation in professional development opportunities among the respondents. The largest group (**40.7%**) had attended one training course, while (**24.1%**) had completed two courses. Notably, a substantial portion (**35.2%**) reported not attending any training courses. This distribution

highlights a disparity in access to or engagement with formal professional development among the participating teachers, potentially impacting their preparedness to address challenges in English instruction.

4.2.1.3 Educational Degree

The educational qualifications of the participating teachers were examined, as represented in Table (3). These qualifications provide insight into the instructional competencies and potential teaching effectiveness of the respondents

Educational degree	Count	%
Diploma	6	11.1
BA (Bachelors)	46	85.2
MA (Master)	2	3.7
Total	54	100.0

Table 7 sample distribution based on educational degree

The data indicates a clear predominance of bachelor's degree holders among the participants, with **(85.2%)** falling into this category. A smaller proportion **(11.1%)** held diplomas, while only a small fraction **(3.7%)** had attained master's degrees. This distribution suggests that the majority of respondents have completed undergraduate-level education in their field, providing a foundation for their teaching practice. However, the low percentage of advanced degree holders indicates limited pursuit of postgraduate education among the sampled teachers.

4.2.2 Challenges Related to English Language Teaching

This subsection examines teachers' perceptions of the challenges they face in the English language teaching and their use of various teaching strategies. The data reflects their confidence in their teaching abilities and highlights areas where further professional development may be necessary.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	I am experienced in teaching English and use lesson plans in my classes.	2	3.7	3	5.6	3	5.6	30	55.6	16	29.6
2	I encourage my students to speak English and recognize their different needs.	1	1.9	1	1.9	2	3.7	27	50.0	23	42.6
3	I focus on teaching English grammar and sometimes use Arabic to help my students.	2	3.7	3	5.6	3	5.6	26	48.1	20	37.0
4	I try various methods to motivate my students and offer extra classes for those who need more help.	1	1.9	7	13.0	6	11.1	22	40.7	18	33.3
5	I need more training courses on teaching.	1	1.9	3	5.6	10	18.5	23	42.6	17	31.5

Table 8 problems related to English teacher experience

The findings in Table (4) highlight several key aspects of English teachers' experiences and challenges in Libyan secondary schools. To begin with, a substantial majority of teachers (**85.2%**) reported being experienced in teaching English and using lesson plans, which indicates confidence in their lesson preparation skills. Moreover, an overwhelming (**92.6%**) of teachers stated that they encourage students to speak English while recognizing individual learning needs, demonstrating their commitment to enhancing communication skills and addressing

student diversity. In addition, **(85.1%)** of respondents agreed or strongly agreed that they focus on grammar instruction and sometimes incorporate Arabic to aid learning, suggesting a balanced approach to language teaching. Furthermore, **(74%)** of teachers reported employing diverse methods to motivate students and offering extra support when needed, reflecting their efforts to accommodate various learning styles and needs. However, despite this overall confidence in their teaching practices, a significant **(74.1%)** of respondents emphasized the need for more training courses. This finding highlights a critical area for professional development and suggests that teachers recognize the importance of continuous learning to enhance their skills. In conclusion, while teachers demonstrate strong instructional capabilities, there is a pressing need for additional training opportunities to effectively address the diverse challenges present in the classroom.

4.2.2.1 Perceptions of Teachers Related to Experience

Table (9) presents teachers' perceptions of their instructional strategies and challenges. This section summarizes their confidence in teaching practices and identifies training needs.

	Statement	Mean	Standard deviation	Level of agreement
1	I am experienced in teaching English and use lesson plans in my classes.	4.02	0.961	High
2	I encourage my students to speak English and recognize their different needs.	4.30	0.792	Very high
3	I focus on teaching English grammar and sometimes use Arabic to help my students.	4.09	0.996	High
4	I try various methods to motivate my students and offer extra classes for those who need more help.	3.91	1.069	High
5	I need more training courses on teaching.	3.96	0.951	High
	Over all	4.06	0.561	High

Table 9 Mean and standard deviation of the sample responses about problems related to English teacher experience

The data shows a strong overall agreement ($M = 4.06$, $SD = 0.561$) among teachers regarding the challenges they face in English instruction. Teachers expressed the highest level of agreement concerning the encouragement of student participation in speaking English and recognizing individual learner needs, with a mean score of 4.30 ($SD = 0.792$). This reflects a strong commitment to fostering

communication and catering to diverse learner requirements. There was also significant agreement regarding the use of lesson plans ($M = 4.02$, $SD = 0.961$) and the emphasis on teaching grammar with occasional use of Arabic ($M = 4.09$, $SD = 0.996$), indicating a structured and flexible approach to language teaching. Additionally, teachers reported employing various motivational methods and providing extra classes, though this received a slightly lower but still high rating ($M = 3.91$, $SD = 1.069$). Finally, the expressed need for additional training courses ($M = 3.96$, $SD = 0.951$) highlights a recognized gap in professional development opportunities. Overall, these findings suggest that while teachers demonstrate effective teaching practices, further training could enhance their efficacy and help address persistent challenges in English language instruction.

4.2.3 Challenges Related to the Teaching-Learning Environment

This section examines the perceived challenges within the teaching-learning environment in Libyan secondary schools. It highlights critical issues affecting classroom effectiveness.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	Number of students in classes is suitable	12	22.2	18	33.3	1	1.9	19	35.2	4	7.4
2	Classes are free of sound pollution	2	3.7	23	42.6	5	9.3	16	29.6	8	14.8
3	Airflow, lighting, and basic component are convenient in classrooms	8	14.8	10	18.5	7	13.0	16	29.6	13	24.1
4	Insufficient teacher training and development	2	3.7	9	16.7	12	22.2	20	37.0	11	20.4
5	Lack of school infrastructure	1	1.9	5	9.3	8	14.8	24	44.4	16	29.6

Table 10 Problems related to teaching -learning environment

The findings in Table (10) highlight significant challenges in the teaching-learning environment of Libyan secondary schools. A notable (55.5%) of teachers expressed disagreement regarding the suitability of class sizes, indicating concerns about overcrowding. Additionally, opinions on classroom noise levels are divided; while (46.3%) of teachers disagreed that classrooms are free from sound pollution, (44.4%) agreed that noise is not an issue. Regarding classroom conditions, (43.7%) of teachers found airflow, lighting, and other components convenient, whereas (33.3%) disagreed with this assessment. Furthermore, a striking (57.4%) acknowledged insufficient teacher training and development as a pressing concern, underscoring the need for improved professional support. Lastly, a substantial (74%) of teachers identified a lack of adequate school infrastructure as a critical challenge. Overall, these findings emphasize the urgent need to address various environmental and infrastructural issues to enhance the teaching-learning process in Libyan secondary schools, with overcrowded classrooms, inadequate infrastructure, and insufficient teacher training being the most pressing concerns.

4.2.3.1. Perceived Problems in the Learning Environment

The results in Table (11) provide a comprehensive overview of challenges related to the teaching-learning environment in Libyan secondary schools.

	Statement	Mean	Standard deviation
1	Number of students in classes is suitable	2.72	1.352
2	Classes are free of sound pollution	3.09	1.217
3	Airflow, lighting, and basic component are convenient in classrooms	3.30	1.409
4	Insufficient teacher training and development	3.54	1.111
5	Lack of school infrastructure	3.91	0.996
	Over all	3.46	1.405

Table 11 Means and standarad deviation of the sample responses about problems related to teaching learning environment

The data indicate that teachers have a moderate level of agreement regarding the challenges in the teaching-learning environment, with an overall mean score of 3.46 (SD = 1.405). The most pressing concern appears to be the lack of school infrastructure, which received the highest level of agreement (M = 3.91, SD = 0.996). This is followed by insufficient teacher training and development (M = 3.54,

SD = 1.111), highlighting a significant need for enhanced professional development opportunities. Classroom conditions, including airflow, lighting, and basic components, received a moderate level of agreement (M = 3.30, SD = 1.409), suggesting room for improvement in these areas. Similarly, the issue of sound pollution in classrooms (M = 3.09, SD = 1.217) indicates that noise levels are a concern for many teachers. Notably, the suitability of class sizes received the lowest mean score (M = 2.72, SD = 1.352), indicating substantial dissatisfaction among teachers regarding overcrowding in classrooms. These findings collectively underscore several key areas requiring intervention to enhance the teaching-learning environment in Libyan secondary schools. Addressing infrastructure deficiencies, providing more teacher training, improving classroom conditions, and managing class sizes emerge as priority areas for improving the educational experience.

4.2.4. Challenges Related to the Availability of Resources and Teaching Aids

The results in Table (12) reveal significant challenges regarding the availability of resources and teaching aids in Libyan secondary schools.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	Audio- visual teaching facilities are available	16	29.6	13	24.1	4	7.4	14	25.9	7	13.0
2	Supporting material for teaching English are provided	12	22.2	13	24.1	4	7.4	11	20.4	14	25.9
3	Computer labs provide opportunities for extend listening comprehension activities	17	31.5	12	22.2	4	7.4	8	14.8	13	24.1
4	Textbooks are provided in sufficient time	2	3.7	7	13.0	9	16.7	25	46.3	11	20.4
5	Textbooks are suitable for the levels they are addressed to	7	13.0	11	20.4	9	16.7	21	38.9	6	11.1

Table 12 Problems related to availability of resources and teaching aids

The data indicates significant challenges regarding the availability of resources and teaching aids in Libyan secondary schools. A notable (53.7%) of teachers reported that audio-visual teaching facilities are largely unavailable, highlighting a substantial gap in technological resources. Similarly, supporting materials for teaching English are inconsistently provided, with only (46.3%) of teachers agreeing they are available, while an equal percentage either disagreed or remained neutral. The data also shows that computer labs are underutilized for listening comprehension activities, as (53.7%) of teachers disagreed or strongly disagreed that such opportunities exist. In contrast, textbook provision appears to be more satisfactory, with (66.7%) of teachers agreeing that textbooks are provided in sufficient time, and (50%) finding them suitable for the intended levels. Overall, the findings illustrate a critical shortage of technological and supplementary teaching aids, while textbook provision is relatively adequate. This underscores the need for improved resource allocation, particularly in audio-visual and computer-based learning tools, to better support English language instruction in Libyan secondary schools.

4.2.4.1 Perceived Problems with Resources and Aids

Table (13) summarizes the teachers' perceptions concerning the availability of essential resources and teaching aids, illustrating gaps that may hinder effective teaching practices.

	Statement	Mean	Standard deviation
1	Audio- visual teaching facilities are available	2.69	1.464
2	Supporting material for teaching English are provided	3.04	1.554
3	Computer labs provide opportunities for extend listening comprehension activities	2.78	1.610
4	Textbooks are provided in sufficient time	3.67	1.064
5	Textbooks are suitable for the levels they are addressed to	3.15	1.250
	Over all	3.06	0.984

Table 13 Mans and standard deviation of mean and standard deviation of the sample responses about problem related to availability of resources and teaching aids

The data indicates a moderate level of agreement regarding the adequacy of resources and teaching aids, with an overall mean score of 3.06 (SD = 0.984). The availability of audio-visual teaching facilities received the lowest mean score (M = 2.69, SD = 1.464), highlighting a significant shortfall in technological resources. Similarly, opportunities provided by computer labs for extended listening comprehension activities also scored low (M = 2.78, SD = 1.610), emphasizing limitations in integrating technology into English instruction. Supporting materials for teaching English received a slightly higher mean score (M = 3.04, SD = 1.554), reflecting moderate satisfaction. In contrast, teachers expressed higher levels of agreement regarding the timely provision of textbooks (M = 3.67, SD = 1.064) and their suitability for the intended levels (M = 3.15, SD = 1.250). These findings suggest that while textbook provision is generally adequate, there is a pressing need to address deficiencies in supplementary materials and technological teaching aids to enhance English language instruction. The results underscore the importance of improving resource allocation, particularly in audio-visual and computer-based learning tools, to better support teaching practices in Libyan secondary schools.

4.5 The Qualitative Data Analysis

The utility of thematic analysis as a method for exploring data related to opinions, thoughts, feelings, and other descriptive expressions is emphasized by (Rosairo 2023). This research focuses specifically on teachers' opinions, making thematic analysis an appropriate choice for qualitative data examination. This analytical approach emphasizes in-depth organization and description of data, with a tendency to interpret various dimensions of the research topic (McLeod, 2024); (Braun & Clarke, 2006,). A notable benefit of thematic analysis is its flexibility, which enhances its relevance to this study. Such adaptability allows the analysis to be tailored to the research context, thereby improving its efficacy in uncovering teachers' perspectives.

For the purposes of this study, the six-step framework established by (ibid) will be applied, a method recognized in the social sciences for its clarity and practicality in implementing thematic analysis (Maguire and Delahunt, 2017).

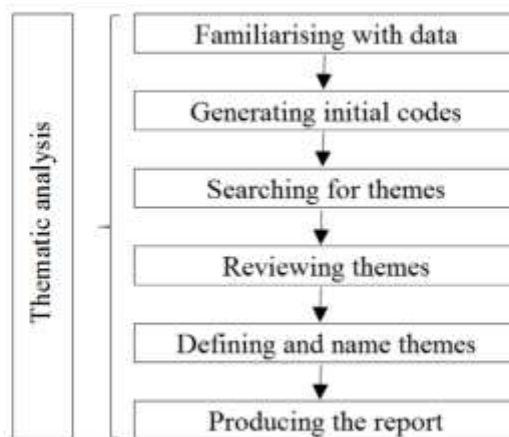


Figure 1 Braun & Clarke's 6-step Framework 1

The transcriptions from the interviews with teachers were designated as (T1, T2, T3, and so on, up to T6). Consequently, the forthcoming subsections will present and interpret the themes that emerged from the analysis of the teachers' interviews (participants).

The interviews conducted with six educators reveal recurring themes and patterns related to the challenges encountered and the strategies utilized in teaching English in secondary schools. This analysis will organize the findings into specific themes in order to enhance the understanding of these educators' perspectives and experiences.

4.5.1 Teaching Approaches

The results from the interviews indicated that two methodologies are most commonly utilized in the classrooms: the traditional method and the communicative method. The teachers' experiences and insights offer valuable perspectives on how these methods influence learning outcomes for students

4.5.1.1 Traditional vs. Communicative Methods

A majority of the six teachers expressed a strong preference for the grammar-translation method, viewing it as familiar and comfortable for students. For instance, T4 stated, "*I am a promoter of the grammar-translation method... understanding grammar rules is crucial for students' success.*" However, some teachers acknowledge that this method is ineffective in fostering real-world language use. For example, T5 emphasizes the need for a communicative approach: "*...the communicative language teaching approach is more suitable; with this*

method, students will start using the language..." This indicates that the Communicative Language Teaching approach is considered more beneficial, with educators emphasizing students' need to engage actively with the language.

4.5.1.2 Gradual Engagement

Teachers, particularly T5, employed strategies to gradually increase students' exposure to English. T5 explained, "*At the beginning of my class, I try to establish a deal... 50% of the time and 50% in Arabic... gradually shift to 90% English and 10% Arabic,*" demonstrating a practical application of communicative methods.

4.5.2 Student Engagement and Motivation

The results from the interviews provide valuable insights into student engagement and motivation within English language classrooms. The participants highlighted various challenges they face in motivating students, and shared innovative strategies they employ to enhance engagement. Their responses also revealed insights into the utilization of available resources and facilities

4.5.2.1 Challenges in Motivation

A recurrent challenge identified in the interviews is the difficulty in making English a relevant and practical language for students. T2 observes, "*The main challenge for me is the large number of students in each class, which makes it difficult to manage... Many students also seem to face anxiety when it comes to speaking.*"

This situation suggests that large class sizes force teachers to concentrate on exam preparation rather than engaging activities that foster real-world language use. As a result, teachers feel pressured to prioritize teaching methods that emphasize rote memorization and exam readiness, leading to a classroom environment where students adopt a mindset centered on passing tests rather than appreciating the practical applications of the language. Consequently, this approach limits opportunities for individualized attention and reduces student engagement, reinforcing a perception of English solely as an academic requirement rather than a valuable communication tool.

4.5.2.2 Innovative Strategies

In response to these challenges, some teachers introduced engaging activities (e.g., storytelling, music) to foster a connection between students and the language,

aiming to transform English from merely a subject into an enjoyable experience. T5 shares, "*I incorporate activities in English that my students find enjoyable... sometimes we go outside and ask some students to recite poetry...*" This highlights the importance of innovative teaching methods in enhancing student engagement and motivation in language learning.

4.5.2.3 Underutilization of Facilities

T6 adds to this discourse by highlighting the available resources, stating, "*We have all the facilities but we don't use them.*" This observation points to a gap between resource availability and its application in teaching, further complicating student engagement efforts

4.5.3 Resistance to Change

The results from the interviews reveal a significant theme of resistance to change within the English language teaching environment. This resistance manifests in various forms and from different stakeholders, creating obstacles for teachers who aim to implement innovative teaching methods and approaches.

4.5.3.1 Collegial Resistance

Teachers reported facing significant resistance from peers and administration when attempting to employ new methods. T3 states, "*...I am not allowed to conduct activities outside of the classroom... Supervisors also often pressure us to adhere strictly to the curriculum.*" This highlights a cultural adherence to traditional methods and reluctance to embrace innovative teaching strategies.

4.5.3.2 Student Resistance

Some teachers reported resistance from students regarding their ability to learn a foreign language, indicating a need for proactive measures to build confidence. T5 observes, "*...the main problem here is that most of the teachers and students focus on English as a subject rather than seeing it as a practical tool for communication.*" Additionally, T6 emphasizes the risk of "*wasting time*" when teachers prioritize grammar, as she feels that if she focuses on listening and reading, it does not align with the main curriculum emphasis on grammar. This indicates that

she views her efforts in teaching these skills as ineffective within the current school environment.

4.5.4 Role of the Teacher

The role of the teacher in English language education emerges as a dynamic and context-dependent aspect of the learning process. The findings indicate that teachers adapt their roles according to their specific situations and the teaching methods they employ. This flexibility allows teachers to respond effectively to diverse classroom environments and student needs.

4.5.4.1 Teacher as Facilitator

Many teachers view themselves not merely as transmitters of knowledge but as facilitators who must adapt to student needs and create a lively classroom atmosphere. T1 emphasizes, "*...I believe in the importance of providing targeted support to students...*" indicating a responsive teaching approach. She highlights the importance of tailoring lessons to engage students effectively.

4.5.4.2 Character and Authority

Teachers emphasized that a strong character and classroom management skills are essential for success, regardless of class size or resources. T5 asserts, "*...I don't see it as a problem... A great teacher should have a strong character to lead the class...*" The ability to connect with students and maintain their attention is paramount.

4.5.5 Continuing Professional Development

Continuing Professional Development (CPD) is essential for English language teachers to adapt to evolving educational landscapes and effectively meet the diverse needs of their students. The perspectives shared highlight the multifaceted nature of CPD, revealing both a recognized need for ongoing training and significant barriers to professional growth.

4.5.5.1 Need for Training

There is a consensus on the importance of ongoing professional development. T5 highlights, "*...teachers need to be more focused and patient with their students... many are unaware of effective teaching methods because they did not receive suitable training in college.*" Teachers reflected on the necessity for training programs that focus on modern teaching methods and psychological

engagement techniques, indicating that many educators lacked sufficient initial training in effective pedagogical practices.

4.5.5.2 Resistance to Professional Growth

Despite recognizing the need for training, some teachers noted a lack of motivation among peers to pursue professional development, pointing to a systemic issue within the educational environment. T5 mentions, "*...many teachers focus solely on exam preparation, including reading and writing...*" indicating a gap in practical engagement. This theme is echoed by T6, who criticizes the curriculum for its limited focus on listening and reading skills, reinforcing the need for a more balanced professional development approach.

4.6. Summary of the finding

The findings indicate that while teachers generally express confidence in their teaching strategies such as lesson planning, encouraging student participation, and emphasizing grammar instruction, a substantial majority (**74.1%**) recognize the need for further professional development.

Environmental challenges significantly hinder effective teaching, including issues such as large class sizes, inadequate infrastructure, and suboptimal classroom conditions. Teachers reported mixed satisfaction with available resources and teaching aids. Although textbooks were found to be relatively adequate, there were critical shortages in audio-visual aids, access to computer labs, and supplementary teaching materials.

Furthermore, qualitative data revealed a preference for traditional teaching methodologies, challenges in student motivation, and resistance to change among peers and administration. Teachers identified their roles as both facilitators and authority figures, highlighting the necessity for effective classroom management.

Overall, the findings underscore the multifaceted challenges that must be addressed to improve English language instruction in Libyan secondary schools, focusing on professional development, classroom conditions, and resource availability.

Chapter Five

Discussion and Conclusion

5.1. Introduction

This chapter critically examines the findings of the study regarding the challenges faced by English teachers in Zawia, Libya. By addressing the primary research questions, the discussion is organized around key themes: professional development, classroom conditions, teaching methodologies, and student engagement. Each of these themes is interconnected, significantly impacting the quality of education in the region.

5.2. Discussion

The study exploring the challenges faced by English teachers in Zawia addresses critical issues affecting teaching efficacy and student learning outcomes. The analysis provides answers to two main research questions, with findings centered on themes of professional development, classroom conditions, teaching methodologies, and student engagement. Each of these themes is interconnected and significantly influences the quality of education in the region.

5.2.1 Research Question One: Challenges Faced by English Teachers

One of the major challenges faced by English teachers is the widespread need for additional training, with **(74.1%)** of educators expressing this desire. This statistic highlights a common understanding of how professional development can improve teaching practices. (Salem Abu Talag 2023) supports this view, emphasizing that thorough training is essential for raising the quality of education. Additionally, (Abdelaty 2023) points out that the lack of professional development opportunities limits teachers' effectiveness.

The research shows a constant demand for structured support, especially for new teachers who are dealing with the complexities of classroom management and curriculum requirements (Makoa & Segalo, 2021; Webb & Baumgartner, 2023). However, the data raises important questions about systemic barriers that may prevent teachers from accessing these opportunities.

Moreover, the emotional and psychological stress experienced by educators due to factors like large class sizes and insufficient resources is considerable. These

factors contribute to a cycle that undermines effective teaching and decreases teachers' self-confidence.

As Teacher Two highlighted, there is a gap between the challenging curriculum and the capabilities of students, which complicates English language teaching in Zawia. This observation suggests that there is an urgent need to review the curriculum to better align educational expectations with the actual abilities of students.

5.2.2 Research Question Two: Challenges in Teaching English

The continual use of traditional teaching methods, particularly the Grammar-Translation Method (GTM), poses a significant challenge in Zawia's educational environment. Teacher Four's preference for GTM indicates a comfort with familiar practices, but it also reveals a conflict with modern educational goals that emphasize communicative skills. This situation is consistent with the views of (Hamid 2010) as cited in (Owen, Razali, & Elhaj, 2019), who argues that outdated teaching methods limit opportunities for meaningful learning.

Additionally, cultural tendencies that favor memorization over practical learning degrade this problem. To bring about real change in teaching practices, it is essential to not only retrain teachers but also to shift established educational attitudes. Moreover, a focus on exam results often leads to student disengagement and anxiety. As Teacher Three points out, the intensive testing system creates obstacles to real language engagement. The educational system needs to assess its current testing methods and consider moving toward formative assessments, which could reduce pressure on students while providing a better reflection of their language skills.

5.2.3 Additional Findings: Classroom Conditions, Teaching Methodologies, and Student Engagement

In addition to answering the primary research questions, several other significant findings emerged that require attention. These findings fall under classroom conditions, teaching methodologies, and student engagement, each playing a pivotal role in the overall educational landscape.

5.2.3.1 Classroom Conditions

Classroom conditions play a crucial role in shaping the teaching and learning experience. Over (55.5%) of teachers reported being unhappy with their classroom

environments, pointing out systemic issues that need immediate attention. These findings are in line with the research of (Youssef & Bose 2015), who argue that poor classroom conditions make real teaching difficult. This issue leads to less chances for personalized attention, as teachers feel overwhelmed by the large number of students.

Research by (Orafi & Borg 2009) supports these findings, showing that insufficient classroom settings not only hinder effective teaching but also increase teacher stress and reduce student engagement. Therefore, improving classroom conditions is vital for enhancing the quality of education. Teacher Six's comments about the lack of individual attention in overcrowded classrooms highlight a significant challenge in practice.

To improve classroom conditions, it is necessary to reduce class sizes, improvement physical resources, and provide access to teaching aids. This is not just a matter of comfort; it is an essential step in helping teachers fulfill their instructional roles effectively.

5.2.3.2 Teaching Methodologies

The study of teaching methods highlights a significant division among teachers that deserves careful attention. While some educators stick to traditional approaches, others support modern teaching practices that actively involve students. This tension reflects broader societal attitudes towards education in Zawia. Many teachers' preference for the Grammar-Translation Method (GTM) aligns with findings by (Algwil 2023), which suggest that cultural biases favoring traditional teaching hinder the adoption of more interactive methods.

Research consistently supports a movement towards learner-centered teaching styles that emphasize communicative competence (Hamid 2010) as cited in (Owen, Razali, & Elhaj, 2019) further argues that resistance to innovative teaching approaches limits the development of crucial skills like speaking and listening, which are essential for real-life communication. These findings point to a pressing need for teacher training programs that help transition from traditional to modern teaching methods while considering the cultural context of Libyan classrooms.

Teacher Four's comments about resistance to change in teaching practices illustrate how challenging it can be to shift established educational norms. This

divide underscores the need for institutional support systems that can assist in moving towards more effective teaching methodologies

5.2.3.3 Student Engagement

The negative impact of exam-related stress on student engagement is a significant finding in this research. The link between pressure from assessments and a lack of genuine interaction with the language highlights an essential area for improvement. Although (Algwil 2023) argues for contextualized learning, it is clear that strategies for engagement must move beyond just theoretical suggestions. The education system needs to thoroughly review its assessment methods, shifting from standardized tests to more formative approaches that encourage true interaction with language learning.

The findings indicate that teaching methods focused mainly on rote memorization and test preparation lead to considerable student disengagement and anxiety. As Teacher Two pointed out, the emphasis on preparing for exams limits students' chances to engage meaningfully with English as a living language. Supporting this perspective, research by (Orafi 2008) shows that students often view English mainly as an academic challenge instead of a means of communication.

To address this situation, educational reforms are needed to introduce holistic assessment practices that reduce stress and encourage authentic language use. Incorporating real-life applications, as suggested by Teacher Five, could help connect classroom learning with students' personal experiences, thereby renewing their interest and engagement in the subject.

5.3 Conclusion

The findings from this study reveal critical challenges faced by English teachers in Zawia, including insufficiencies in professional development, unfavorable classroom conditions, reliance on outdated teaching methodologies, and barriers to student engagement. Addressing these interconnected challenges is vital for improving English language instruction and overall student outcomes.

Efforts should focus on enhancing ongoing professional development that aligns with modern teaching practices. Additionally, improving classroom conditions through strategic resource allocation and class size management will facilitate more effective teaching. By integrating innovative pedagogical approaches and revising assessment practices, the educational landscape in Zawia can be

markedly improved, benefiting both teachers and students in their pursuit of English language proficiency.

5.3.1 Pedagogical Implications

It is essential to acknowledge that improving the English language teaching landscape in Zawia requires comprehensive policies aimed at providing ongoing professional development, addressing classroom conditions, and promoting innovative teaching methodologies. Facilitating teacher training programs that incorporate modern pedagogical approaches is vital for fostering engagement and improving learning experiences for students.

5.3.2 Recommendation

1. Organize regular training programs and workshops to enhance teachers' pedagogical and technological skills.
2. Address issues such as overcrowded classrooms, poor airflow, and lighting to create a more conducive learning environment.
3. Invest in audio-visual teaching aids, computer labs, and supplementary materials to support modern teaching methodologies.
4. Allocate funding to improve school infrastructure, ensuring it meets the needs of teachers and students.
5. Implement a system to ensure timely and sufficient provision of teaching materials, including textbooks and supplementary resources.
6. Encourage the use of technology in teaching English by providing access to relevant tools and training for their effective use.

5.3.3 Limitations of the study

Several limitations were noted during the study that may impact the generalizability of the findings:

1. The research was limited to participants from Zawia which may not represent broader challenge experience elsewhere in Libya Future studies should include diverse geographical settings to obtain a comprehensive understanding
2. The sample size may limit the statistical analysis of survey results underscoring the need for larger scale studies in similar contexts.

5.3.4 Summary and conclusion

This study employed a mixed method approach to investigate the challenges faced by secondary school teachers in Zawia when teaching English. finding revealed significant berries related to professional development, classroom condition, teaching methodologies and student engagement. Addressing these challenges is essential for fostering engaging and effective English language instruction in the region. Through targeted initiative and systematic reforms, the educational landscape can improve significantly, benefiting both teacher and student.

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Appendix

Appendix A: Teachers Questionnaire

Introduction:

English teachers in Zawiya Municipality are essential to shaping students' futures. This questionnaire aims to identify the challenges you face in your work. Your perspectives will help improve the educational system. I appreciate your time and cooperation in completing it. Please provide honest opinions

Demographic Details:

1. Year of Experience:

0-5 years 6-10 years 11-15 years More than 15 years

2. Training courses you have attended:

No One training course Two training courses

3. Educational degree:

Diploma BA (Bachelors) MA (Master)

*Please answer each statement carefully within the three main domains provided below.

no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
First: Problems related to English teacher experience						
1	I am experienced in teaching English and use lesson plans in my classes.					
2	I encourage my students to speak English and recognize their different needs.					
3	I focus on teaching English grammar and sometimes use Arabic to help my students.					
4	I try various methods to motivate my students and offer extra classes for those who need more help.					
5	I need more training courses on teaching					
no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Second: problems related to teaching- learning environment						
1	Number of student in classes is suitable					
2	Classes are free of sound pollution					
3	Airflow, lighting, and basic component are convenient in classrooms					

4	Insufficient teacher training and development					
5	Lack of school infrastructure					
no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Third: problem related to availability of resources and teaching aids						
1	Audio- visual teaching facilities are available					
2	Supporting material for teaching English are provided					
3	Computer labs provide opportunities for extend listening comprehension activities					
4	Textbooks are provided in sufficient time					
5	Textbooks are suitable for the levels they are addressed to					

Appendix B: Interview Schedule

The interview schedule was designed to guide the discussions and maximize the information gathered, aiming to provide a comprehensive understanding of teachers' viewpoints on the challenges they face.

How long have you been teaching English at the secondary level?

Can you tell me about your teaching experience outside of English class?

What challenges do you face when teaching English in secondary school?

Are there specific challenges related to teaching methods or resources?

How would you describe the learning environment for your students?

What is missing from your current teaching situation?

Which teaching aids or materials have you found particularly helpful?

Do you have sufficient classroom space for student activities?

Are there teaching methods you'd like to try but feel restricted from using?

How would you describe the ideal learning environment for teaching English?

How has your teaching style evolved over time?

Appendix C: Pilot Study

Teachers Questionnaire

Demographic Details:

1. Year of Experience:

0-5 years 6-10 years 11-15 years More than 15 years

2. Training courses you have attended:

No One training course Two training courses

3. Educational degree:

Diploma BA (Bachelors) MA (Master)

*Please answer each statement carefully within the three main domains provided below.

no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
First: Problems related to English teacher experience						
1	I am experienced in teaching English and use lesson plans in my classes.	0	0	0	2	3
2	I encourage my students to speak English and recognize their different needs.	0	2	0	3	0
3	I focus on teaching English grammar and sometimes use Arabic to help my students.	0	0	3	2	0
4	I try various methods to motivate my students and offer extra classes for those who need more help.	0	0	3	2	0
5	I need more training courses on teaching.	0	0	0	0	5
no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Second: problems related to teaching- learning environment						
1	Number of student in classes is suitable	5	0	0	0	0
2	Classes are free of sound pollution	5	0	0	0	0
3	Airflow, lighting, and basic component are convenient in classrooms	0	2	0	3	0
4	Insufficient teacher training	0	0	3	0	2

	and development					
5	Lack of school infrastructure	0	0	0	3	2
no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Third: problem related to availability of resources and teaching aids						
1	Audio- visual teaching facilities are available	3	2	0	0	0
2	Supporting material for teaching English are provided	5	0	0	0	0
3	Computer labs provide opportunities for extend listening comprehension activities	5	0	0	0	0
4	Textbooks are provided in sufficient time	0	1	0	4	0
5	Textbooks are suitable for the levels they are addressed to	0	0	5	0	0

Appendix D: Questionnaire used in this study, adapted from Saeed (2015).

Teachers Questionnaire

Demographic Data:

1. Year of Experience:

0-5 years 6-10 years 1-15 years More than 15 years

2. Training courses you have attended:

No One training course Two training courses

3. Educational degree:

Diploma BA (Bachelors) MA (Master)

4. Gender:

Male Female

The questionnaire is divided into three main domains. kindly answer the statement of each domain carefully

no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
First: Problems related to English teacher experience						
1	I have sufficient experience in teaching English skills (Listening, reading, speaking, writing)					
2	I know the best teaching strategies					
3	I usually prepare a lesson plan					
4	I have more classes than I can handle					
5	I sometimes use of Arabic in English classes					
6	I concentrate on English grammar.					
7	I encourage oral communication					
8	I am aware of individual differences among student					
9	I usually evaluate students skills on regular basis					
10	I try to motivate students					
11	I give remedial classes for weak students					
12	I care about feedback from students					
13	I need more training courses on teaching					

14	My salary is convenient					
15	I like my job					
no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Second: problems related to teaching- learning environment						
1	Number of student in classes is suitable					
2	Classes are free of sound pollution					
3	Airflow, lighting, and basic component are convenient in classrooms					
4	Schools are safe from danger related to political issue					
5	frequent curfew results in dilemma in the teaching process					
no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Third: problem related to availability of resources and teaching aids						
1	Audio- visual teaching facilities are available					
2	Supporting material for teaching English are provide					
3	Which libraries are available at schools for extended reading					
4	Textbooks are provided in sufficient time					
5	Textbooks are suitable for the levels they are addressed to					

Appendix E: Samples of Interview Transcript

Interview Transcript: Teacher Number Two

Interviewer: How long have you been teaching English at the secondary school?

Interviewee: I have been teaching English for over seven years now.

Interviewer: Can you tell me a little about your teaching experience outside of the English classroom?

Interviewee: Yes, I have taught English in private courses as well. However, I found the curriculum to be quite heavy for students who had weak foundational skills. They often complained about the curriculum because their basic understanding of English was insufficient. Even though the teachers were competent, students struggled with fundamental aspects of the language, such as tenses and simple sentence structures. By the secondary level, students are expected to have a grasp of basic tenses and the ability to construct complete sentences, along with some fundamental vocabulary. Unfortunately, many do not meet these expectations.

Interviewer: Can you describe some of the challenges you face when teaching English in secondary school?

Interviewee: The main challenge for me is the large number of students in each class, which makes it difficult to manage them all effectively and keep their attention. Additionally, the class time is often insufficient to cover any activities beyond the textbook.

Interviewer: Is there a specific challenge related to teaching methods or resources?

Interviewee: Yes, the teaching methods available to us are limited due to time constraints. We have to focus strictly on the curriculum and complete the questions in the course and workbook within 35 to 45 minutes. This time pressure leaves little room for engaging students or trying different activities and teaching methods. Regarding resources, access to the computer lab is not consistent, and even when we do have access, many computers don't function properly, and essential items like headphones are often unavailable. Additionally, the lighting in some classrooms is inadequate, which is not conducive to learning.

Interviewer: How would you describe the ideal learning environment for your students?

Interviewee: An ideal learning environment would include a classroom with good airflow and sufficient lighting, as well as basic facilities to support both teachers

and students. The classroom size should be comfortable, allowing for sufficient space for students to move around and engage in activities. Additionally, the number of students should be manageable to ensure effective teaching.

Interviewer: Do you have enough space in your classroom for your students to move around and participate in activities?

Interviewee: No, as I mentioned before, classroom size is a significant issue for me when it comes to teaching.

Interviewer: Are there any specific teaching methods you would like to try but feel restricted from using?

Interviewee: I emphasize developing all language skills, especially speaking and listening, in my classes. I strive to motivate my students to participate actively, but the large class sizes present challenges. Many students also seem to face anxiety when it comes to speaking.

Interviewer: How has your teaching style changed over time?

Interviewee: My teaching style has evolved over the years in response to the curriculum and my students' understanding. When I notice that students are struggling to grasp concepts, I adapt my approach in the following year to better support their needs and seek self-improvement.

Interviewer: Do you have any final thoughts or comments?

Interviewee: I believe that teachers need to be more focused and patient with their students. I have observed that some teachers rely heavily on private courses, which leads them to give less attention to students in the classroom. They often assume that students will receive the necessary information from outside help and therefore do not put in the same effort. I think it's essential for teachers to provide ample support and the curriculum should be gradually sequenced from primary to secondary education to ensure that it builds upon previous knowledge effectively.

**Appendix F: Alzawia al-Gharab Education Office
Approval to Conduct the Research's Questionnaire in
Alzawia al-Gharab's Secondary Schools**

دولة ليبيا
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Government of National Unity

الولاية الثانية / 2 / 1 / 2024

وزارة التربية والتعليم
MINISTRY OF EDUCATION
مراقبة التربية والتعليم الزاوية الغرب
رقم لاشيخ 1 - 2995

السيد / هذراء مدارس التعليم الثانوي
بعد التحية

بالإنسارة إلى طلب السيدة دلال عبدالله محمد الحاج أحد الطلبة المسجلين بالدراسات
العليا قسم لغة انجليزية وهي في مرحلة أعداد الرسالة.

عليه نطلب منكم مساعدة الطالبة المذكورة لتعبئة استبيان حول موضوع
الرسالة من معلمين اللغة الانجليزية التابعين لكم .

ولكم جزيل الشكر
والسلام عليكم ورحمة الله وبركاته

أ. عبدالحكيم أحمد عبدالحفيظ
مراقب التربية والتعليم ببلدية الزاوية الغرب

صورة الى :
الملف السجوري للحفظ

ع ح ع

Appendix G: This appendix presents the approval document detailing the total number of schools and teachers in Alzawia al-Gharab Municipality



Appendix H: A formal written request was sent to the principals of secondary schools throughout Alzawia al-Gharab.

السيد المدير المحترم

مدير مدرسة الجهمية... شاموية... بنهاية...

تحية طيبة وبعد

مقدمه دلال عبد الله محمد بلحاج أتقدم اليكم بطلبي هذا بخصوص اجراء استبيان في مدرستكم لجمع بيانات لرسالة الماجستير التي اقوم بإعدادها بعنوان "مشاكل تعليم اللغة الإنجليزية من وجهة نظر معلمي الزاوية" مع العلم بأنه سيتم الحفاظ على سرية البيانات الشخصية للمشاركين

عليه

أرجو من سيادتكم الموافقة على هذا الطلب وتوجيه المعنيين بتسهيل مهمة تجميع البيانات والتعاون

مع خالص الشكر والتقدير

مقدمه

التاريخ: 1-1-2025



التوقيع:

السيد المدير المحترم

مدير مدرسة المحط والمسابحية بباتنا...

تحية طيبة وبعد

مقدمه دلال عبد الله محمد بلحاج أتقدم اليكم بطلبي هذا بخصوص اجراء استبيان في مدرستكم لجمع بيانات لرسالة الماجستير التي أقوم بإعدادها بعنوان "مشاكل تعليم اللغة الإنجليزية من وجهة نظر معلمي الزاوية" مع العلم بأنه سيتم الحفاظ علي سرية البيانات الشخصية للمشاركين

عليه

أرجو من سيادتكم الموافقة على هذا الطلب وتوجيه المعنيين بتسهيل مهمة تجميع البيانات والتعاون

مع خالص الشكر والتقدير

مقدمه نجية المختار الوحيشي

التاريخ: ح - 1 - 25 2025 م

التوقيع: نجية المختار الوحيشي

السيد المدير المحترم

مدير مدرسة. بشانوية... الجريفة... بينيرت.....

تحية طيبة وبعد

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عليه

أرجو من سيادتكم الموافقة على هذا الطلب وتوجيه المعنيين بتسهيل مهمة تجميع البيانات والتعاون

مع خالص الشكر والتقدير

مقدمه

التاريخ: 01 - 01 - 2025 - 2

التوقيع: عبيد...


السيد المدير المحترم

مدير مدرسة
إبليس
بسماء
نورية
سباح

تحية طيبة وبعد

مقدمه دلال عبد الله محمد بلحاج أتقدم اليكم بطلبي هذا بخصوص اجراء استبيان في مدرستكم لجمع بيانات لرسالة الماجستير التي أقوم بإعدادها بعنوان "مشاكل تعليم اللغة الإنجليزية من وجهة نظر معلمي الزاوية" مع العلم بأنه سيتم الحفاظ علي سرية البيانات الشخصية للمشاركين

عليه

أرجو من سيادتكم الموافقة على هذا الطلب وتوجيه المعنيين بتسهيل مهمة تجميع البيانات والتعاون

مع خالص الشكر والتقدير

لدينا نتمنى من التعاون مع السيد

مقدمه

التاريخ: - -

التوقيع:

عبد المبركة
عبد المبركة
30
12
2024

السيد المدير المحترم

مدير مدرسة زاوية للسنن

تحية طيبة وبعد

مقدمه دلال عبد الله محمد بلحاج أتقدم اليكم بطلبي هذا بخصوص اجراء استبيان في مدرستكم لجمع بيانات لرسالة الماجستير التي أقوم بإعدادها بعنوان "مشاكل تعليم اللغة الإنجليزية من وجهة نظر معلمي الزاوية" مع العلم بأنه سيتم الحفاظ علي سرية البيانات الشخصية للمشاركين

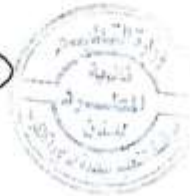
عليه

أرجو من سيادتكم الموافقة على هذا الطلب وتوجيه المعنيين بتسهيل مهمة تجميع البيانات والتعاون

مع خالص الشكر والتقدير

مقدمه

التاريخ:
التوقيع:



السيد المدير المحترم

مدير مدرسة... محمد بن عبد الله...
السيد المدير المحترم

تحية طيبة وبعد

مقدمه دلال عبد الله محمد بلحاج أتقدم اليكم بطلبي هذا بخصوص اجراء استبيان في مدرستكم
تجمع بيانات لرسالة الماجستير التي أقوم بإعدادها بعنوان "مشاكل تعليم اللغة الإنجليزية من
وجهة نظر معلمي الزاوية" مع العلم بأنه سيتم الحفاظ علي سرية البيانات الشخصية
للمشاركين

عليه

أرجو من سيادتكم الموافقة على هذا الطلب وتوجيه المعنيين بتسهيل مهمة تجميع البيانات
والتعاون

مع خالص الشكر والتقدير

مقدمه

التاريخ: 24-12-2024

التوقيع: 



