

Investigating EFL Teaching Challenges in Libya (Case Study: Secondary Schools in Maslata)

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تقصي تحديات تدريس اللغة الإنجليزية كلغة أجنبية في ليبيا (دراسة حالة: المدارس الثانوية في
مسلاتة)

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Abstract:

This study aimed to explore the most prominent problems, difficulties, and challenges faced by English as a Foreign Language (EFL) teachers in Libyan secondary schools during their teaching. It specifically investigated whether these challenges relate to teacher competency, teaching methods, or the curriculum. Employing a descriptive, analytical, and quantitative methodology, the researcher surveyed all 28 English language teachers across four secondary schools in Maslata city for the 2024/2025 academic year. Data were collected using a 21-item questionnaire based on a five-point Likert scale and analyzed using SPSS version 25. The results revealed that challenges related to the availability of teaching aids ranked first, followed by challenges related to teacher competency, both showing statistically significant effects. While challenges related to curriculum components were present, they demonstrated a very small statistically significant effect. The study concluded that systemic issues, including traditional teacher-centered methodologies and resource constraints, hinder effective language instruction. Key recommendations include providing structured teacher training programs, reducing class sizes to a maximum of 15 students, and integrating modern technology and multi-media language labs into schools.

Keywords: Challenges, EFL, Secondary School, Teacher Competency, Teaching Aids, Libya.

المخلص

هدفت هذه الدراسة إلى استكشاف أبرز المشكلات والصعوبات والتحديات التي تواجه معلمي اللغة الإنجليزية كلغة أجنبية (EFL) في المدارس الثانوية الليبية أثناء تدريسهم. وبحثت الدراسة تحديداً فيما إذا كانت هذه التحديات مرتبطة بكفاءة المعلمين، أو طرق التدريس، أو المنهج الدراسي. باستخدام منهج وصفي تحليلي وكمي، شملت الدراسة جميع معلمي اللغة الإنجليزية في أربع مدارس ثانوية بمدينة مسلاتة، والبالغ عددهم 28 معلماً للعام الدراسي 2025/2024. جُمعت البيانات باستخدام استبيان مكون من 21 فقرة وفق مقياس "ليكرت" الخماسي، وحُللت باستخدام برنامج (SPSS) الإصدار 25. كشفت النتائج أن التحديات المتعلقة بتوفر الوسائل التعليمية جاءت في المرتبة الأولى، تليها التحديات المتعلقة بكفاءة المعلم، وكلاهما أظهر تأثيراً ذا دلالة إحصائية. وفي حين وجدت تحديات تتعلق بمكونات المنهج، إلا أنها أظهرت تأثيراً إحصائياً صغيراً جداً. خلصت الدراسة إلى أن القضايا النظامية، بما في ذلك المنهجيات التقليدية المتمحورة حول المعلم ونقص الموارد، تعيق التدريس الفعال للغة. وتضمنت التوصيات الرئيسية توفير برامج تدريبية

منظمة للمعلمين، وتقليل حجم الفصول الدراسية بحد أقصى 15 طالباً، ودمج التكنولوجيا الحديثة ومعامل اللغات متعددة الوسائط في المدارس.

الكلمات المفتاحية: التحديات، اللغة الإنجليزية كلغة أجنبية، المدرسة الثانوية، كفاءة المعلم، الوسائل التعليمية، ليبيا.

1.0 Introduction

Today, English is one of the most widely spoken languages in the world. Many countries with their own native languages have adopted English as a second language (Bernaus, 2005). In numerous nations, English serves as an official language in government offices and institutions. Globalization has created a need for a common language to facilitate communication, making English a *lingua franca* in many contexts. In the twenty-first century, the world has become increasingly interconnected and accessible, with English functioning as a common medium despite variations in habits, cultures, traditions, regions, and individual idiosyncrasies (Rao, 2019). Schools, colleges, and higher education institutions frequently use English as the medium of instruction. However, in Africa, the adoption of English has often been limited and less effective due to the strong presence of local native languages (Reilly et al., 2022). In Libya, English is taught as a foreign language to Arabic-speaking students, which presents unique challenges for teachers in public schools. The situation is particularly critical in countries where English is solely a foreign language. Libyan EFL teachers, for instance, often encounter a range of difficulties in their classrooms. Therefore, the present study seeks to explore the most common problems and challenges faced by Libyan EFL teachers and aims to provide pedagogical recommendations to address these issues.

1.1 Statement of the Problem

The importance of English as a global language of education, business, science, and international communication continues to grow. As higher education institutions increasingly adopt English as a medium of instruction, proficiency in English has become essential for academic success and professional advancement. However, several studies have highlighted persistent weaknesses in English communication skills among university students. Inadequate communicative competence among university learners is a widespread issue that demands urgent attention (Devi & Feroz, 2008). In the Libyan context, university students face difficulties in coping with English courses, and invariably, they cannot communicate well in the English language among their peers or in public presentations (Ageila, 2014). Similarly, Libyan university students often demonstrate limited proficiency and lack confidence in using English in academic settings (Aldarasi, 2020). These recurring difficulties at the tertiary level raise important concerns about the quality of English language instruction at earlier stages of education, particularly in secondary schools.

These problems led to research into the causes of this weakness in previous secondary school levels. Teaching English as a foreign language, particularly in public schools, implies different issues and challenges for many teachers. For instance, many Libyan EFL teachers face various challenges and difficulties while teaching English as a foreign language. This is an obvious gap that the present study proposes to fill. Therefore, it would be an invaluable effort to explore the most common problems, difficulties, and challenges faced by Libyan EFL teachers while teaching, with the objective of making pedagogical suggestions that could be helpful in resolving these problems.

1.2 Significance of the Study

This research aims to provide new insights into addressing challenges in English language teaching. It will benefit students by encouraging engagement with research and helping them identify key challenges faced by secondary-level English teachers, thereby informing effective teaching methods for their future careers. The study will also raise awareness within the

educational community about common obstacles in English instruction, supporting efforts to mitigate them. Additionally, the findings will contribute valuable knowledge to the academic literature, guiding future research in this field.

1.3 Objective of the Study

This study aims to explore the most prominent problems, difficulties, and challenges faced by English as a Foreign Language (EFL) teachers in Libya during their teaching, and to investigate whether these problems are related to the teachers themselves, teaching methods, or the curriculum. The study then offers educational recommendations that may help address these problems.

1.4 Research Questions

Are there challenges and difficulties that impede learning English as a foreign language in Libyan secondary schools? To find the answer to this main question, the following sub-questions were addressed:

Q1: Are there challenges related to teacher competency?

Q2: Are there challenges related to the availability of teaching aids?

Q3: Are there challenges related to the curriculum's components and how they are presented?

1.5 Hypotheses of the Study

The main hypotheses of the study are as follows:

H1: There are challenges related to teacher competence.

H2: There are challenges related to the availability of teaching aids.

H3: There are challenges related to the curriculum's components.

1.6 Scope of the Study

This study is limited to the following:

1. **Spatial Scope:** This study targets secondary schools in Maslata as a sample, with the results to be generalized to Libyan secondary schools.
2. **Temporal Scope:** This study targets the 2024/2025 academic year.
3. **Human Scope:** This study targets English language teachers working in secondary schools in Maslata.
4. **Scope of Objectivity:** This study aims to identify the challenges facing the teaching of English as a foreign language in Libyan secondary schools.

1.7 Operational Definitions

- a. **Challenges:** Tasks that require significant mental or physical effort, testing a person's abilities.
- b. **EFL (English as a Foreign Language):** Teaching English to non-native speakers.
- c. **Teacher Competency:** The knowledge, skills, and emotional and behavioral abilities a teacher applies effectively to achieve educational goals.
- d. **Teaching Aids:** Materials, tools, and technologies used to convey information and enhance learning.
- e. **School Curriculum:** The structured lessons and academic content taught in a school or specific program.

2.0 Literature Review

2.1 Previous Studies on EFL Teachers' Problems and Difficulties

Teaching English as a Foreign Language (EFL) is a challenging task influenced by multiple factors, including teachers' competency, teaching aids, and the curriculum's components. Numerous studies have explored these difficulties, highlighting the obstacles faced by EFL teachers worldwide.

2.1.1 Challenges Related to Teachers' Competency

Teacher training is a critical factor affecting the quality of EFL instruction. Research indicates that effective teaching is closely linked to teachers' professional preparation. Many teachers in Arab countries face challenges due to limited professional development and a lack of realistic teaching environments (Shehdeh, 2010). Recent studies confirm that EFL teachers often lack opportunities for ongoing professional development, which affects their ability to integrate modern technology and pedagogical strategies into their classrooms (Khurram et al., 2024).

2.1.2 Challenges Related to the Availability of Teaching Aids

Teaching aids also present a significant challenge for EFL teachers. Schools in many Arab countries are often poorly equipped, lacking essential elements such as posters, displays, and well-equipped language labs (Shehdeh, 2010). Similarly, many Saudi teachers lack access to basic teaching aids, including flashcards, audiovisual aids, and language learning programs (Al-Seghayer, 2014). Comparable issues were reported in Bangladesh and Thailand, where EFL teachers also highlighted inadequate teaching aids and limited access to resources (Salahuddin, 2013). In Turkey, English teachers often receive outdated and low-quality materials that do not align with textbooks (Kizildag, 2009). Overall, limited access to teaching aids, such as audiovisual equipment, modern textbooks, and language programs, hinders lesson effectiveness.

2.1.3 Challenges Related to the Curriculum's Components

Regarding the curriculum's components in EFL classrooms, teaching English is both demanding and rewarding (Hindi, 2012). The choice of teaching method significantly affects the learning difficulties of Arab students studying EFL (Aktash, 2020). Ineffective teaching methods can limit students' ability to communicate effectively in English. Outdated or teacher-centered approaches may restrict students' communicative competence and participation (Wardana, 2024). In Arab and North African contexts, similar challenges have been observed, where an over-reliance on traditional methods, such as the grammar-translation approach, continues to limit learners' development of oral and written skills (Tawer & Baharom, 2024). Contemporary studies also indicate that curriculum constraints and inadequate access to modern teaching resources hinder teachers from effectively implementing communicative and interactive methodologies (Wolandry & Andante, 2023).

In Libya, secondary school English teaching remains largely teacher-centered, limiting student interaction and hindering the development of speaking and listening skills, which subsequently impacts academic performance at the university level. Classroom observations conducted during teacher training supervision confirm these findings, revealing persistent concerns about inadequate professional support and a lack of educational resources. Recent research confirms that teacher-dominated practices continue to restrict student participation and impede the development of oral fluency and listening skills (Tawer & Baharom, 2024). Consequently, Libyan university students often struggle with communication skills, largely due to their inadequate secondary school preparation and limited practical language use (Karim, 2025).

Collectively, these findings highlight systemic challenges within the Libyan EFL context, particularly the persistence of traditional methodologies, limited teacher development, and resource constraints. Addressing these structural issues through sustained professional training, pedagogical reform, and improved institutional support is essential to fostering learner-centered environments and enhancing overall language proficiency outcomes.

2.2 Background of Teaching English in Libya

English has become a dominant language in higher education, science, technology, research, business, and commerce in the 21st century. Its importance has grown as globalization blurs national boundaries and fosters a more interconnected world. Consequently, many countries have revised their language education policies, making English a compulsory part of the curriculum from an early age. Integrating English into education systems enables younger

generations to keep pace with global developments, access knowledge, and cultivate social and academic skills through language learning.

Al-Khatib (2008) emphasizes that “Teaching English, in particular, is gaining importance at an accelerated rate in the region, not only because the language has been regarded as a valuable resource for the people’s modernization drive, but because it has a great impact on all aspects of their daily life” (pp. 233–234). Despite the careful planning of English language programs, their implementation has faced significant political and administrative challenges.

In Libya, despite being an oil-rich nation with adequate financial resources, English education has not achieved the expected outcomes. Several factors contribute to this, including historical Western sanctions, bureaucratic inefficiencies, and the absence of well-structured, goal-oriented language policies. The country’s centralized education system ensures that all schools follow the same syllabus, textbooks, and course materials, and that all students are assessed simultaneously. While this approach maintains consistency across the nation, it also introduces challenges. Most notably, the English textbooks used are produced by a British company rather than local educators, meaning they do not align with Libya’s cultural context, educational standards, or specific needs. As a result, both teachers and students face additional difficulties, as the curriculum is not tailored to the Libyan socio-cultural environment.

3.0 Methodology of the Study

3.1 Approach Type

This study employs a descriptive, analytical, and quantitative methodology. It reviews relevant literature and previous research to establish a theoretical framework that supports the scientific formulation of the study's hypotheses. Subsequently, quantitative data are collected and analyzed to verify these hypotheses. Accordingly, the study is divided into two main parts:

1. **Theoretical Part:** This section presents and analyzes the literature related to the study to clarify its fundamental concepts, applications, and characteristics. This was achieved through a review of specialized books, academic research, journals, and relevant electronic resources.
2. **Practical Part:** The researcher used a questionnaire to collect data and information relevant to the study. The questionnaire items were developed based on previous studies. The questionnaire was distributed to the study sample, and SPSS software was utilized to analyze the collected data and extract the results.

3.2 Study Population and Sample

The study participants consisted of all English language teachers in secondary schools in the city of Maslata, totaling four schools: Rabia Al-Adawiya, Al-Barakat Secondary School, Rasel Al-Hadra, and Othman Al-Qizani School. A total of 28 teachers were included using a comprehensive survey method. The study ensured the use of standardized curricula and similar teaching methods across the country, making it possible to generalize the results to other secondary schools in Libya.

3.3 Procedures of the Study

The researcher conducted the following steps to execute this study:

1. Reviewed several theoretical and experimental studies, as well as a number of previous studies and articles related to the problems facing the teaching of English as a foreign language.
2. Determined the objectives and research questions to achieve the study's purpose.
3. Prepared the questionnaire to answer the research questions.
4. Verified the validity of the questionnaire.
5. Distributed the questionnaire to English teachers during the academic year 2024/2025, explaining the purpose of the study and obtaining official permission.
6. Collected the questionnaires one week after distribution.

7. Gathered primary data from the questionnaires to describe, analyze, and present data through frequencies and percentages.
8. Documented references according to the APA style.

3.4 Data Collection Tool

The researcher used a questionnaire as the primary tool to collect data and test the study's hypotheses. It was specifically designed to achieve the study's objectives and maintain consistency with previous similar studies (Shihiba, 2011; Abushafa, 2014). The questionnaire includes the following main sets:

- **The first set:** Includes the personal data of the study participants, such as their qualifications and years of professional experience.
- **The second set:** Includes three main dimensions for measuring the challenges hindering the learning of English as a foreign language in Libyan secondary schools. The first dimension (challenges related to the teacher) consists of 7 items; the second dimension (challenges related to teaching aids) consists of 7 items; and the final dimension (challenges related to the curriculum) consists of 7 items, totaling 21 items.

The researcher used numerical coding for participants' responses using a five-point Likert scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree, as shown in the following table:

Table 1: The Length of the Scale Period

Direction of the Answer	Average
Strongly Disagree	1.00 – 1.79
Disagree	1.80 – 2.59
Neutral	2.60 – 3.39
Agree	3.40 – 4.19
Strongly Agree	4.20 – 5.00

After the questionnaire was finalized, it was reviewed by professors specializing in linguistics and scientific research methodology. They examined its characteristics, comprehensiveness, and the inclusion of all hypotheses and variables, ensuring its suitability in terms of design and linguistic accuracy. The interval length was 0.8, calculated by dividing the range (4) by the number of levels (5). The researcher utilized a 95% confidence level in the tests, meaning the probability of error was 5% ($\alpha = 0.05$).

3.4.1 Distribution of the Questionnaire

The questionnaire was distributed directly to the targeted population. Out of 27 questionnaires distributed to the accessible community, 25 were retrieved, resulting in a response rate of approximately 92.5%.

3.4.2 Compilation of the Questionnaire

After completing the distribution, the questionnaires were collected and classified. The data were evaluated and transformed into quantitative format in preparation for appropriate statistical analysis.

3.5 Data Analysis Software Used

To reach valuable indications that support the research subject and according to the predefined goals and hypotheses, the researcher relied on the Statistical Package for the Social Sciences (SPSS) version 25. This software was used to empty the data, calculate averages, conduct descriptive statistics, and verify the assumptions of the study variables.

3.6 Statistical Tools Used

The data were entered into the computer after encoding to perform necessary statistical operations at a significance level of 0.05, which is an acceptable level in social sciences and humanities (Saunders et al., 2009). The following statistical measures were employed:

1. **Frequency Distributions and Percentages:** To determine the number of repetitions and the relative importance of each answer.
2. **Cronbach's Alpha Coefficient:** To ensure the reliability and stability of the respondents' answers regarding the study variables.
3. **Split-Half Method:** To further verify the internal consistency and stability of the instrument.
4. **Weighted Arithmetic Mean:** To determine the general direction of responses for each statement.
5. **Standard Deviation:** To measure the dispersion of the answers and the extent of their deviation from the arithmetic mean.
6. **Pearson Correlation Coefficient:** To determine the relationship between each statement and its corresponding axis, as well as the relationship between the axes and the total score.
7. **One-Sample T-test:** To determine the significance of the differences between the response average and the hypothesized mean (3) on the five-point scale.

4. Practical Study:

4.1 Normal Distribution of Data:

To properly analyze the data, it is essential to ensure that it follows a normal distribution in order to select the appropriate tests. This test was conducted, and the available information showed that the study data followed a normal distribution for several indicators. Most importantly, as shown in the following table, the statistical significance (Sig) was greater than 0.05, while the Kolmogorov-Smirnova test value was 0.084, indicating that the survey data were normally distributed and therefore valid for statistical analysis (Saunders, 2009).

Table No (2): Tests of Normality

Tests of Normality			
The challenges that facing teaching English as a foreign language in Libyan secondary schools	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
	.163	25	.084

The following figures show that the data is normally distributed. The first figure takes the shape of a bell, and the second figure shows the spread of the data around a straight line. These are indications that the data follows a normal distribution:

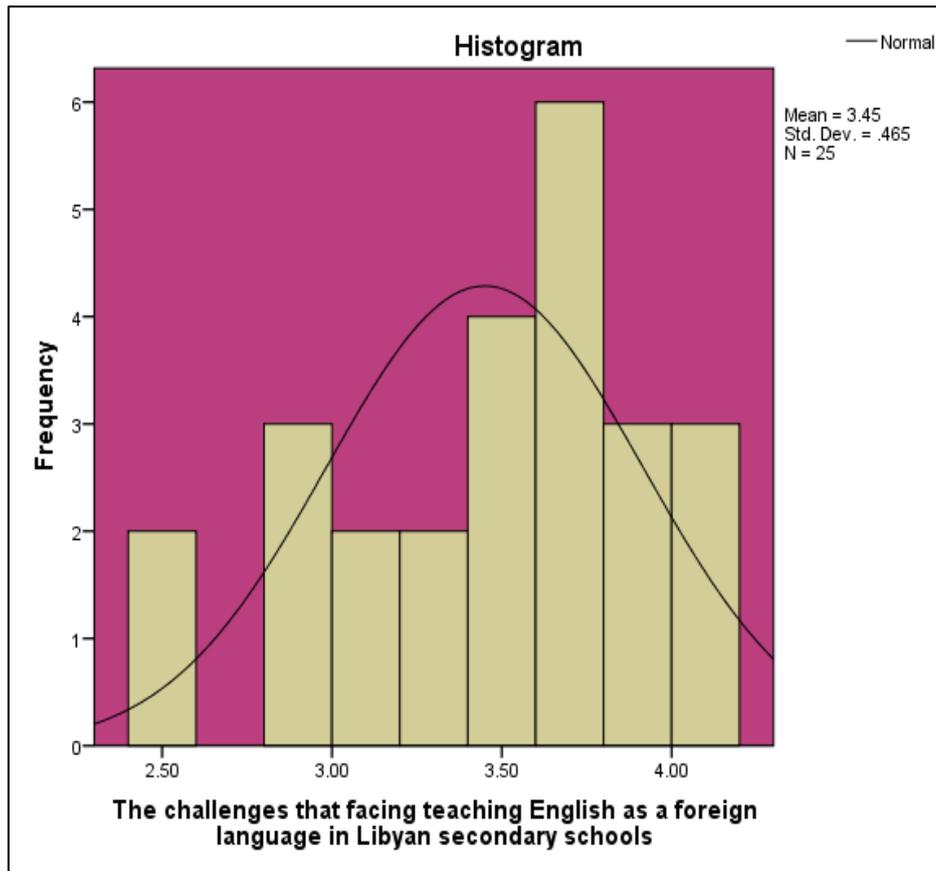


Figure (1): Normal distribution of data

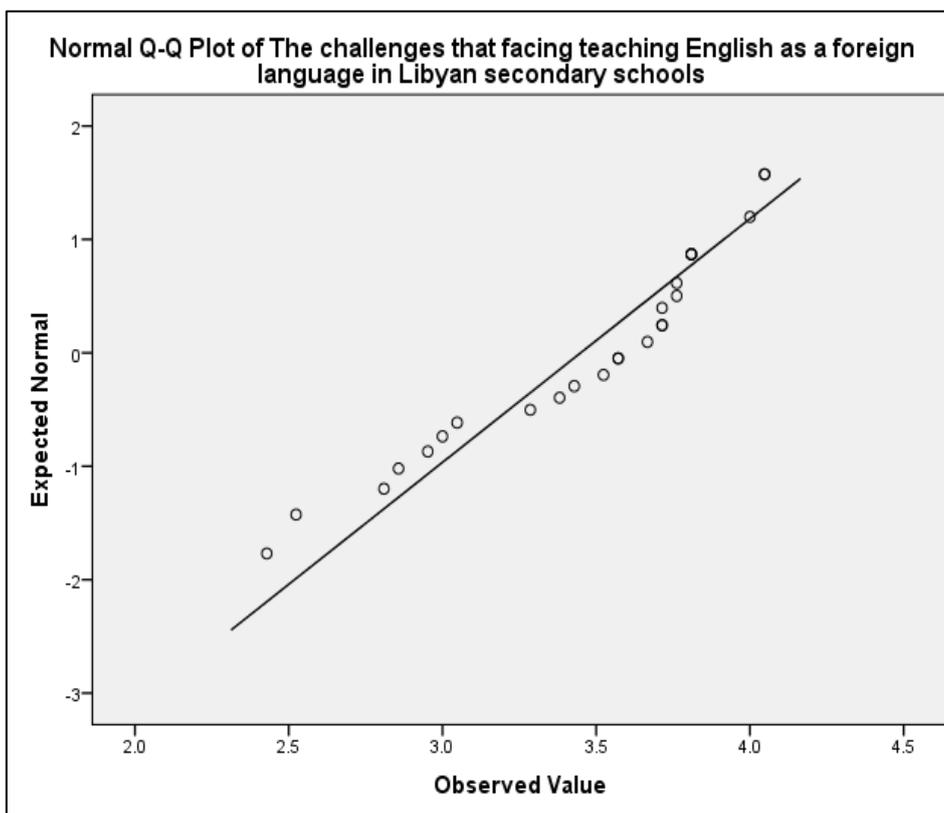


Figure (2): Normal distribution of data around the straight line of data

4.2 Demographic of the Study Population:

The demographic background of the field study community depends on calculating the frequencies and percentages of the personal variables through the use of the statistical program (SPSS).

1- The Qualification:

The results showed that four participants (16%) have a diploma's degree and nineteen (76%) have a bachelor's degree and two participants (8%) have postgraduate's degree studies, as shown in the following table and figure:

Table No (3): Distribution of sample participants according to qualification

		Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	4	.8	16.0	16.0
	Bachelor's	19	3.9	76.0	92.0
	Postgraduate	2	.4	8.0	100.0
	Total	25	5.2	100.0	

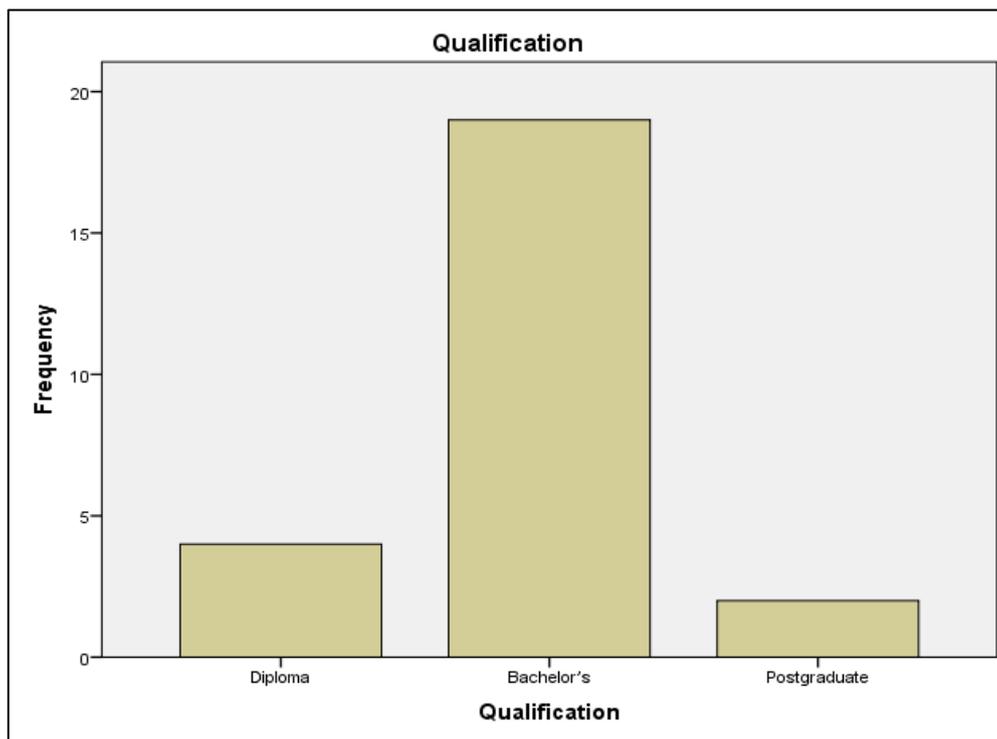


Figure (3): Distribution of sample participants according to qualification

2- The Years of Experience:

The results showed that two participants (8%) their experience of fewer than 5 years and eight participants (32%) their experience start from 6 to 10 years, five participants (20%) their expertise from 11-15 years, and finally ten participants (40%) their expertise more than 15 years, as shown in the following table and figure:

Table No (4): Distribution of sample participants according to years of experience

Years of Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- 5 years	2	.4	8.0	8.0
	6-10 years	8	1.7	32.0	40.0
	11-15 years	5	1.0	20.0	60.0
	more than 15 years	10	2.1	40.0	100.0
	Total	25	5.2	100.0	

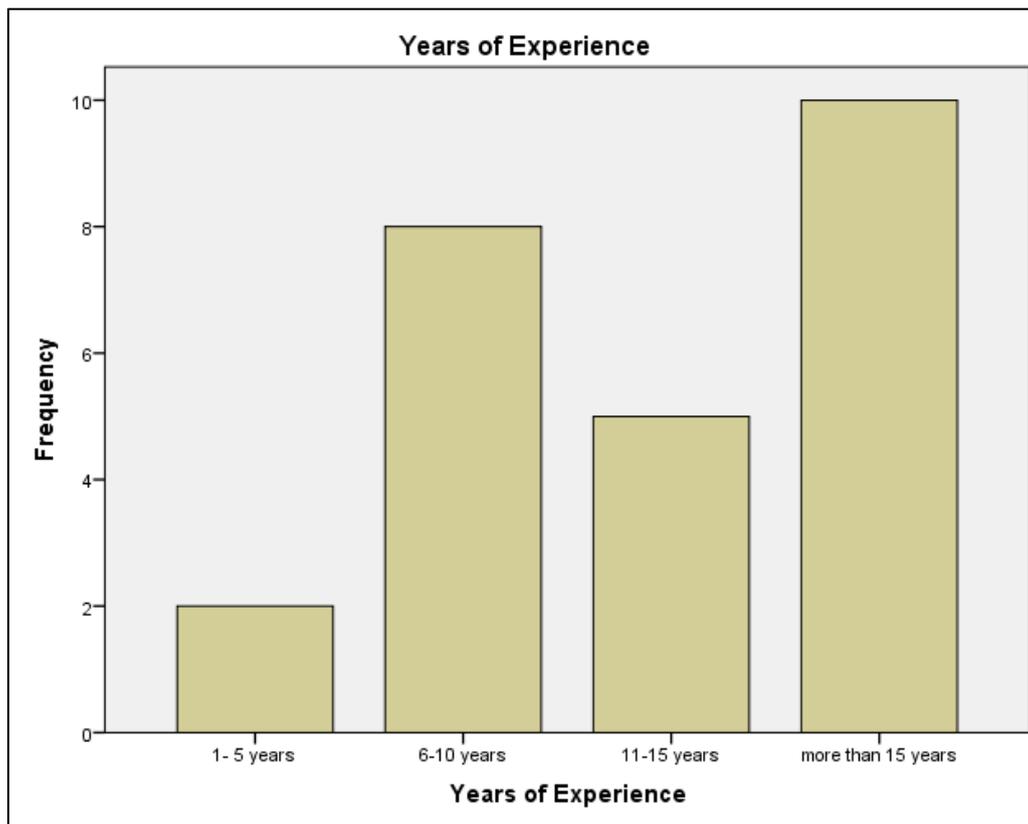


Figure (4): Distribution of sample participants according to years of experience.

From the above, we conclude that all personal data can be considered positive indicators that contribute to the current study's access to scientific facts that can be generalized to the study population.

4.3 Reliability Analysis:

The researcher relied on the exploratory study to extract reliability by internal consistency using Cronbach's alpha equation, where Cronbach's alpha coefficient is used to check the strength of the correlation between the questionnaire items, and the acceptable stability coefficient must be (60%) or more.

Through analyzing the data, it was found that the reliability test for this research was (0.737), which is considered a good indicator because it is more than (0.60), as shown in the following table:

Table No (5): Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.737	21

4.4 Discriminant Validity Analysis:

It is required among the factors of the studied model that there is no high correlation between these factors, in other words, the phenomenon of high correlation and strong overlap between the model factors is measured by several methods, including the variance amplification index and the Spearman and Pearson coefficient, where the following table shows the variance amplification of the latent dimensions of the model (Hair, 2010).

Table No (6): Validity Test

Correlations				
		Problems related to the teacher	Problems related to teaching aids	Problems related to the course
Problems related to the teacher competence	Pearson Correlation	1	.559**	.031
	Sig. (2-tailed)		.004	.885
	N	25	25	25
Problems related to teaching aids	Pearson Correlation	.559**	1	.287
	Sig. (2-tailed)	.004		.163
	N	25	25	25
Problems related to the curriculum's components.	Pearson Correlation	.031	.287	1
	Sig. (2-tailed)	.885	.163	
	N	25	25	25

4.5 Convergent Validity (Outer Loading):

Loading means the relationship between the latent construct and its indicator. Sometimes, it is called factor loading. The magnitude of the factor loading should be at least .50 as acceptable and .60 as good. The ideal loading is .70. As can be seen in Table (7), the factor loadings go above the mentioned criteria (.50). The whole factor loadings are ideal loadings, varying from (.650** - .844**). It was the highest correlation for the dimensions (Problems related to teaching aids). In brief, the factor loadings of the conceptual framework met the excellent criteria and the next step from construct validity should have proceeded.

Table No (7): Outer Loading

Correlations				
		Problems related to the teacher	Problems related to teaching aids	Problems related to the course
The challenges that facing teaching English as a foreign language in Libyan secondary schools	Pearson Correlation	.650**	.844**	.674**
	Sig. (2-tailed)	.000	.000	.000
	N	25	25	25

4.6 Research Hypothesis Testing:

To discover the test for each hypothesis of the research, a test (one sample t-test) was used, so that the dimension is high (participants of the sample agree on the items of the dimension) if the value of the statistical significance (P-Value) is less than (0.05) and the average value of the response for the total dimension is more than the value of the standard mean (3), and the value of (t) is more than 1.96, while the range is low (sample participants do not agree on the items of the dimension) if the value of the statistical significance of the test is more than (0.05) and the average value of the participants for the total field is less than the average value of the standard (3) and the statistical significance of the test (P-Value) is more than (0.05) (Cohen, 2007).

4.6.1 The first hypothesis: There are challenges related to teacher competence:**First: Descriptive Statistical Analysis:**

The items will be analyzed descriptively through the weighted average for each paragraph in the following table:

Table No (8): Descriptive statistical analysis for first hypothesis

No	Paragraphs of the questionnaire	Average	Direction of the answer
1	The teacher translates English texts into Arabic instead of encouraging students to understand them in use of context.	3.56	Agree
2	The teacher's lack of excitement for the educational atmosphere that allows for the exchange of opinions and ideas in the English language.	3.36	Neutral
3	The teacher sometimes uses the Arabic language to answer students' inquiries.	3.84	Agree
4	The reluctance of some teachers to join training courses in teaching English.	3.32	Neutral
5	Weak theoretical and practical background of the teacher in modern teaching methods.	3.48	Agree

6	The lack of time that the teacher devotes to students to express in English.	2.96	Neutral
7	The teacher's scarcity of encouraging students to speak in English.	3.44	Agree
Total average items		3.4229	Agree

From above, it can be said that the weighted average of the sum of the items of the dimension (Problems related to the teacher); is (3.4229), and it falls within the degree of agreement (participants of the sample agree on the items of the dimension) except for the paragraphs (The teacher's lack of excitement for the educational atmosphere that allows for the exchange of opinions and ideas in the English language, the reluctance of some teachers to join training courses in teaching English, the lack of time that the teacher devotes to students to express in English), they have taken a degree of neutrality.

Second: Testing the First Hypothesis by (One Sample T-test):

To examine the level of the there are Problems related to the teacher, the results in the following table show that the response average is (3.4229), which is more than the average value of the standard (3), and the value of (t) (4.236), which is more than (1.96), and, the value of statistical significance (0.000), which is less than (0.05) and indicates the significance of the differences, that is, there are difficulties with the teacher's competence. From the above, we can conclude the first hypothesis is accepted and supported.

Table No (9): Testing the first hypothesis by (One Sample T-test)

One-Sample Test						
	Test Value = 3					
	T	Df	Mean	Sig. tailed	Mean Difference	95% Confidence Interval of the Difference Lower / Upper
Problems related to the teacher	4.236	24	3.4229	.000	.42286	.2168/.6289

4.6.2 The second hypothesis: There are challenges related to the availability of teaching aids:

First: Descriptive Statistical Analysis:

The items will be analyzed descriptively through the weighted average for each paragraph in the following table:

Table No (10): Descriptive statistical analysis for second hypothesis

No	paragraphs of the questionnaire	Average	direction of the answer
1	English language audio-visual aids and equipment are in short supply.	3.68	Agree
2	Class time does not allow for the use of many enough educational activities.	3.84	Agree
3	The late arrival of the textbook and the consequent delay in academic achievement and non-completion of the curricula.	3.20	Neutral
4	Overcrowded classrooms prevent giving every student his enough to activity and participation.	4.16	Agree
5	School library has a shortage of English language references.	3.40	Agree
6	The available equipment is not sufficient for large numbers of students.	3.72	Agree
7	The available resources do not support English teachers in applying school textbook objectives.	3.44	Agree
Total average items		3.6343	Agree

From above, it can be said that the weighted average of the sum of the items of the dimension (Problems related to teaching aids); is (3.6343), and it falls within the degree of agreement. However, the third paragraph (The late arrival of the textbook and the consequent delay in academic achievement and non-completion of the curricula.) has taken a degree of neutrality.

Second: Testing the Second Hypothesis by (One Sample T-test):

To examine the level of Problems related to teaching aids, the results in the following table show that the response average is (3.6343), which is more than average value of the standard (3), and the value of (t) (4.595), which is more than (1.96), and, the value of statistical significance (0.000), which is less than (0.05) and indicates the significance of the differences, that there are problems related to teaching aids. From the above, we can conclude the second hypothesis is accepted and supported.

Table No (11): Testing the second hypothesis by (One Sample T-test)

One-Sample Test						
	Test Value = 3					
	T	df	Mean	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
						Lower / Upper
Problems related to teaching aids	4.595	24	3.6343	.000	.63429	.3494/ .9192

4.6.3 The third hypothesis: There are challenges related to the curriculum's components: First: Descriptive Statistical Analysis:

The items will be analyzed descriptively through the weighted average for each paragraph in the following table:

Table No (12): Descriptive statistical analysis for third hypothesis.

No	paragraphs of the questionnaire	Average	Direction of the answer
1	The difficulty of the concepts included in the course content for students.	3.16	Neutral
2	Changing the course of the English language suddenly and in unconsidered ways.	3.48	Agree
3	The weakness relationship between the subjects of the texts and the students' English proficiency levels.	3.64	Agree
4	The school textbook does not often take into consideration individual differences among students.	2.84	Neutral
5	Lack of clarity of instructions for exercises and activities for the course.	3.32	Neutral
6	The course doesn't focus on teaching English as a language of communication	2.96	Neutral
7	English language teachers' suggestions are not taken into consideration when introducing changes on the school textbook.	3.64	Agree
Total average items		3.2914	Neutral

From above, it can be said that the weighted average of the sum of the items of the dimension (Problems related to the course), is (3.2914), and it falls within the degree of neutral, but very

close to the degree of agreement. For this, we find that in the three paragraphs (Changing the course of the English language suddenly and in unconsidered ways, the weak relationship between the subjects of the texts and the student's English proficiency levels, English language teachers' suggestions are not taken into consideration when introducing changes on the school textbook) have taken the degree of agreement.

Second: Testing the Third Hypothesis by (One Sample T-test):

To examine the level of the problems related to the course the results in the following table show that the response average is (3.2914), which is more than the average value of the standard (3) but it is still in the neutral degree, where the average of the answers of the paragraphs of the dimension is equal to (3.2914), as it ranges between (2.6-3.39), and we find it very close and in the direction of the degree of agreement which is equal to (4). The value of (t) is (2.005), which is bigger a little more than (1.96). The value of statistical significance is (.056), which is bigger a little more than (0.05). The neutrality of the participants' average answers indicates that the participants did not know about the problems related to the cycle despite the close trend toward the degree of agreement.

Table No (13): Testing the third hypothesis by (One Sample T-test)

One-Sample Test						
	Test Value = 3					
	T	Df	Mean	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
						Lower / Upper
Problems related to the course	2.005	24	3.2914	.056	.29143	-.0085/.5914

5.0 Conclusion

5.1 The Findings

Based on the results of the statistical analysis and the testing of the study's hypotheses, the following findings were drawn:

1. There is a statistically significant effect of the challenges related to teacher competency, as indicated by a P-value of less than 0.05 and a T-test value greater than 1.96.
2. There is a statistically significant effect of the challenges related to the availability of teaching aids, with a P-value of less than 0.05 and a T-test value greater than 1.96.
3. There is a very small, yet statistically significant effect ($P < 0.05$, $T > 1.96$) attributed to challenges related to the curriculum's components and their presentation.
4. The ranking of the challenges facing the teaching of English as a foreign language in Libyan secondary schools, according to their statistical weight (from most to least significant), is as follows:
 - First Rank: Dimension Two (Challenges related to teaching aids).
 - Second Rank: Dimension One (Challenges related to teacher competency).
 - Third Rank: Dimension Three (Challenges related to curriculum components).

5.2 The Recommendations

To improve the teaching of English in Libyan secondary education, the following recommendations are proposed. These suggestions are based on the participants' responses, existing academic literature (Shihiba, 2011; Abushafa, 2014), and the empirical findings of this research:

1. **Teacher Professional Development:** Structured teacher training programs should be provided regularly. It is recommended that teachers be offered the opportunity to spend a period (e.g., six months) in an English-speaking country as part of their professional development. This would enhance their communicative competence and provide the confidence necessary to teach all language skills, including speaking and writing. Furthermore, it would help them update their vocabulary and understand the language within its cultural context (Rao, 2019).
2. **Extracurricular Activities:** Workshops and English-medium activities should be encouraged to provide teachers and students with opportunities to practice the language. This could include competitions and monthly magazines authored by both teachers and students, allowing them to view English as a natural part of their daily routine.
3. **Pedagogical Shift:** English lessons should be made more relevant to students' lives to increase motivation. All four language skills (listening, speaking, reading, and writing) must be practiced, moving away from traditional grammar-translation methods that fail to cover these skills adequately. Teachers should use modern, student-centered methods and clearly communicate learning outcomes to students (Wardana, 2024).
4. **Class Size Reduction:** Class sizes for English language instruction should be limited to a maximum of 15 students. Smaller classes facilitate the interactive nature of language learning, giving every student the chance to practice and allowing the teacher to provide individual feedback (Tawer & Baharom, 2024).
5. **Learning Environment:** Classrooms should be equipped with air-conditioning and comfortable furniture to provide a safe and healthy learning environment. Additionally, teaching staff should have dedicated offices for conducting individual tutorials, allowing both teachers and students to focus on academic goals rather than physical discomfort.
6. **Curriculum Reform:** The Ministry of Education should maintain overall control of the curriculum through a specialized "Center for Curriculum." This body, composed of experts, should update the syllabus regularly to ensure it meets international standards and provides a consistent structure across all Libyan schools.
7. **Technological Integration:** Efforts should be made to ensure that the necessary infrastructure for broadband access and modern technology is integrated into classrooms. The establishment of modern multi-media language labs in every school is essential to provide access to authentic English-speaking media (Al-Seghayer, 2014).
8. **Student-Centered Research:** It is recommended that future research projects focus specifically on the students' perspectives to identify whether there are student-related obstacles that further impede the learning of English in Libyan secondary schools.

5.3 Future Studies

To further understand the nature and causes of the problems faced by EFL teachers, it is recommended that:

- More expansive research be conducted involving a larger number of schools across different regions of Libya to increase the generalizability of the results.
- Comparative studies be carried out between Libya and other Arab or North African countries to identify shared challenges and successful regional interventions.

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