Investigating Communicative Language Teaching Barriers for English Students in Higher Education

by Nur Cholifah

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Abstract

Teaching English as a foreign language presents unique challenges. This research delves into the hurdles faced by English Language Department students at Al-Mergib University, particularly in active participation during the learning process. The study also explores the pedagogical strategies employed by Al-Mergib University instructors, with a focus on communicative language teaching (CLT). Through an applied research approach, the root causes of these challenges and potential solutions are investigated. Data were gathered from five teachers and ten students to offer deeper insights. Findings indicate a mixed teaching approach in Libyan classrooms. While many educators utilize interactive methods such as collaborative learning, others remain reliant on traditional techniques. The results highlight the necessity for teachers to adapt their strategies in response to evolving student needs. A significant challenge for students was understanding lectures, often due to rapid speech and limited vocabulary exposure, hampering language and vocabulary development. The study underscores the importance of targeted teaching practices, fostering student collaboration, and creating a dynamic learning environment. Enhancing students' confidence in English is further facilitated by encouraging its use outside the classroom setting. This research holds valuable implications for language education, curriculum development, teacher training, and the advancement of efficacious English communication skills.

Keywords: Classroom strategies, CLT, English learning

INTRODUCTION

Teaching strategies significantly influence the challenges faced in language acquisition, particularly in the English classroom. English educators employ diverse methodologies to foster language mastery in students. Norris and Ortega (2001) highlight that while grammatical translation methods are adept at improving reading and writing skills, they do not necessarily bolster communicative competence. In stark contrast, Communicative Language Teaching (CLT) has proven more fruitful in enhancing this

particular competence, a sentiment supported by Al-Mikhlafi and Nagaratnam (2011), who emphasize the complexities of teaching English as a foreign language.

CLT, as a contemporary pedagogical approach, emphasizes the practical use of English in communicative scenarios. Implementing CLT, educators integrate varied techniques, such as role-playing, group discussions, and the inclusion of authentic resources like English movies and podcasts, to create a more immersive learning environment, a sentiment reflected in Long (1996). Educators' chosen methodologies are often a reflection of both their pedagogical objectives and their students' unique needs. Larsen-Freeman and Anderson (2011) have discussed a 'complexity theory approach' to language instruction, blending elements from both GTM and CLT. Their work suggests that this integrated approach facilitates a dynamic and adaptable learning environment, one that is poised to cater to the multifaceted requirements of students. By synthesizing these methodologies, educators can foster a comprehensive and balanced learning ecosystem, nurturing students' diverse linguistic talents.

Moreover, Long's (1996) Interactionist Theory stands as a pivotal framework in language acquisition studies. It emphasizes the paramount role of learners' interactions with individuals and communities in facilitating language learning. According to this perspective, negotiated interaction – a collaborative process wherein learners and interlocutors work together to navigate communication challenges – is central to effective language acquisition. This theory accentuates the inherent importance of communication and interaction in cultivating linguistic competence. The essence of the Interactionist Theory is that through negotiated interaction, learners can substantially advance their language skills. Such interactions underscore a joint endeavor to address communication breakdowns and improve understanding. This shared engagement not only augments linguistic capabilities but also propels efficient language acquisition, a view supported by Nestsiarovich et al. (2020).

On the other hand, it is widely recognized that teaching English as a foreign language is a difficult and complex task that requires careful planning and execution. Various studies have highlighted the barriers English students encounter, particularly in speaking within the classroom. For instance, Demir (2019) in Turkey identified key factors such as limited linguistic competence, specifically a lack of vocabulary, and challenges related to motivation and anxiety. Interestingly, they found that social and cultural factors did not hinder students' ability to speak English. A separate study by Mokhtar and Abdullah (2017) determined that low confidence significantly impacted Malaysian students' speaking proficiency in English. These students, lacking confidence, were less inclined to participate in speaking exercises and often used limited vocabulary and made grammatical errors. In a similar vein, Riazi and Rahimi (2015) found that Iranian students of English as a foreign language faced communication challenges due to inadequate vocabulary and low confidence. However, when confident and equipped with a broader vocabulary, these students could communicate more fluently and accurately. Extending the discussion to the broader international student community, Kim and Elder (2019) and Belhiah and Elkhafifi (2015) reported that both international and Arab postgraduate students in the United States confronted communication challenges due to limited English proficiency, the demands of academic speaking, a restricted vocabulary range, and the difficulty of understanding colloquial expressions.

Thus, this study aims to identify the specific challenges students face when implementing Communicative Language Teaching (CLT), including communication barriers, cultural obstacles, and vocabulary deficiencies, especially within the context of Al-Mergib University in Libya. By conducting applied research and collecting data from both educators and learners, researchers can delve into the root causes of these challenges. Evaluating these findings will enable the formulation of targeted strategies to address and mitigate these issues.

METHOD

This study employed a qualitative approach to explore a societal phenomenon by interpreting, articulating, and evaluating individuals' viewpoints within their daily contexts. Specifically, it focused on teachers' methodologies for instructing foreign languages in Libyan classrooms and offered recommendations to aid students in enhancing their language proficiency. As Savin-Baden and Howell-Major (2013) characterize it, qualitative research is "value-bound." This means researchers inherently allow their values to influence the questions they frame and the inferences they derive, making them active participants in the investigative process. To ensure clarity, structured interviews were utilized as the primary data collection method, with interview questions meticulously crafted and the resulting responses subsequently analyzed.

The participants for this research comprised students and faculty from the English Department at AL-Mergib University. The five faculty members, all native Arabic speakers teaching in the 2022-2023 academic year, possessed a teaching experience range of five to twelve years. The student participants consisted of ten individuals aged 21 to 23, with a balanced gender distribution. The deliberate selection of five teachers and ten students as the sample size was driven by the goal of capturing a diverse array of perspectives and experiences on the research topic. Considering the intensive nature of conducting in-depth interviews, this sample size was determined to be both manageable and representative. It ensured robust data collection and analysis while staying within the constraints of time and resources. Given the study's specific focus on a single department at one university, this sample size sufficiently captures the breadth of experiences and insights, achieving saturation and adequately addressing the research questions specific to the department and institution.

Utilizing a combination of data collection and analysis techniques enriches the research framework since, as Patton (2002) notes, each method illuminates various facets of empirical reality. In this study, interviews served as the primary data collection method, targeting teachers specifically. The interviews sought to uncover strategies employed by English language educators in Libyan classrooms, facilitating student interaction and communication in English. Moreover, the interviews aimed to gather teacher recommendations to aid students in navigating challenges they might face when communicating in English. The process entailed posing seven specific queries, pinpointing potential obstacles in English language teaching.

Braun and Clarke (2021) define the primary objective of qualitative data analysis as discerning patterns, themes, and categories, aiming to craft a comprehensive and interconnected comprehension of the data that can stimulate new insights and inform subsequent research. This study's analysis procedure is bifurcated. Initially, the researcher

reviewed teacher responses gathered via a Google form, categorizing data by question. Subsequently, the outcomes for each query were synthesized, analyzed, and discussed in the study's discussion segment. This forms the first phase of the interview data analysis. The subsequent phase entails evaluating student data and discussing the findings in the discussion section.

FINDING AND DISCUSSION

The primary objective of the student questionnaire is to discern specific challenges that might inhibit classroom interaction and deter students from speaking in English. By gathering this firsthand feedback from students, tailored strategies can be devised to help mitigate these barriers. The questionnaire presents students with seven predefined options that outline potential obstacles they might face in their English studies. Additionally, an eighth option is available for students to specify any other challenges not already listed. The options provided to the students are:

Table1. Student-Reported Obstacles to Classroom Communication

No	Obstacles	Result
1	I have difficulty understanding lecturers because of their speaking speed.	70%
2	I have difficulty understanding what speakers say without repetition.	40%
3	I have difficulty speaking in class discussions.	40%
4	I have difficulty speaking in front of other gendered classmates.	30%
5	I have difficulty getting a chance from the teacher to communicate in class.	50%
6	Without prior preparation, I have difficulty speaking in class discussions. (ex, when I am unexpectedly picked to speak by a lecturer or by another student).	50%
7	I have difficulty speaking because my English expressions are limited (ex., I do not know how to say it in English).	70%
8	If there are any other obstacles. Please explain it.	0%

Based on students' responses, it was evident that the most significant challenges were associated with the first and seventh options. Specifically, 70% of respondents identified the rapid speaking speed of lecturers (Option 1) and their limited ability to express themselves in English (Option 7) as primary barriers. Fast-paced speech or complex linguistic structures can pose significant challenges for learners. Adopting a slower pace and employing clear language can significantly assist English language learners. Moreover, 50% of the students highlighted their inability to seize opportunities for class communication (Option 5) and the challenges they face when expected to speak without prior preparation (Option 6). This suggests students are keen on sharing their perspectives but find it challenging due to various constraints. Furthermore, spontaneously participating in discussions without prior thought preparation can be daunting.

It is essential to recognize the role of students in this context. Active participation and practicing speaking in diverse settings can boost their confidence. Engaging in such activities equips students to handle impromptu discussions more effectively, allowing them to contribute without the need for extensive prior preparation. Furthermore, 40% of the students indicated issues with understanding spoken content without repetitions (Option 2) and voiced difficulties in actively participating in class discussions (Option 3). This

suggests a need for enhanced listening exercises and activities that can foster confidence among the students. On the other hand, 30% of the students expressed discomfort in speaking in front of classmates of the opposite gender (Option 4). This choice suggests that while cultural norms might be evolving, there's still a segment of the student population that feels constrained, possibly due to cultural or religious reasons. Addressing this might require fostering a more inclusive classroom environment.

From the findings above, it can be seen that teaching English as a foreign language is a complex endeavor, requiring educators to draw upon a diverse array of methodologies and techniques tailored to the unique needs of their students. In their approaches to English language instruction, educators exhibit a diversity of methods based on their experiences, preferences, and the specific needs of their students. As **T2** emphasizes:

> *I prefer to incorporate interactive methods that engage students more actively in class, allowing them to participate and collaborate in groups. This fosters greater confidence in both female and male students.* (T2, Transcript)

In the research interview result from T2, the teacher emphasizes the value of using interactive teaching techniques. Preferring an approach that goes beyond traditional lectures, the teacher harnesses methods that actively engage students—such as discussions and group activities—to stimulate participation and foster collaboration. This collaborative atmosphere not only aids in the deeper understanding of subjects but also builds a foundation for vital real-world teamwork skills. Importantly, the teacher highlights the positive impact of this approach on confidence levels for both female and male students, suggesting an awareness of and commitment to fostering gender equality in the classroom. Through this methodology, the teacher seeks to create a learning environment where all students feel empowered and actively involved.

> *My teaching approach is multifaceted and tailored to the specific discipline. For subjects like grammar, syntax, and linguistics, I lean towards traditional grammatical methods. In contrast, for speaking, listening, reading comprehension, and phonics, the Communicative Language Teaching (CLT) method is my go-to. Additionally, I advocate for immersion by using "all in English" both in and out of the classroom. Encouraging students to practice English at home, even with themselves, and maintaining English-centric thinking in various matters significantly aids in their language acquisition.* (T4, T4 Transcript)

Moreover, from the T4 interview result, it's evident that English instruction methodologies are multifaceted. The interviewee emphasized the significance of selecting teaching strategies contingent on the subject matter. For foundational aspects like grammar, syntax, and linguistics, a traditional approach is championed. However, the Communicative Language Teaching (CLT) method emerges as the favored technique for skills such as speaking, listening, reading comprehension, and phonics. Beyond classroom methodologies, T4 results highlighted the vital role of language immersion. The consistent utilization of English, both academically and in daily activities, along with encouraging students to maintain regular practice and an English-centric thought process, were key themes underscored in the findings.

In my teaching methodology, I incorporate the Grammar Translation Method (GTM) and emphasize explaining the primary concepts in the initial classes. Given the students' low proficiency levels and the time constraints, I expect them to prepare for each session and deliver a presentation. Furthermore, it's crucial for students to actively engage in speaking English, regardless of potential mistakes, as this is an essential aspect of the learning process. (T1, Transcript)

From the T1 interview results, it can be discerned a distinct teaching methodology emphasizing the use of the Grammar Translation Method (GTM). The interviewee focuses on introducing core concepts in the initial sessions to set a foundation. Acknowledging the students' low proficiency and time constraints, there is an expectation for students to prepare and deliver presentations in each class. Notably, T1 encourages students to actively engage in speaking English, emphasizing that making mistakes is a natural part of the learning journey and should not hinder their practice. This approach illustrates a balance between structured learning and fostering an environment where students are empowered to speak without fear of errors.

By employing the communicative approach in my learning process, students are encouraged to actively develop themselves through consistent practice and enhancement of their skills. (T2, Transcript)

Moreover, based on the research findings from the T2, a distinct pedagogical stance emerged. The interviewee, presumably an educator or facilitator, adopts the communicative approach in their instructional methodology. This approach, as highlighted in the transcript, centers on actively involving students in their learning trajectory. By doing so, not only fosters engagement but also promotes persistent practice and skill enhancement. The emphasis, therefore, is not merely on rote learning or theoretical comprehension but on tangible skill development, ensuring students are equipped and motivated to continuously improve in their language journey.

Teachers need to employ a variety of strategies to effectively engage with students. For instance, I often resort to body movement and emphasize teamwork in my teaching approach. It's essential to take bold measures to inspire students, allowing them to express themselves freely without the apprehension of making errors. Concurrently, it's imperative for educators to compel students to participate in activities alongside their peers, fostering collaboration and active learning. (T3, Transcript)

Furthermore, from the T3 interview data, a clear philosophy regarding teaching methodologies was identified. The interviewee believes that effective instruction necessitates a multifaceted approach. Emphasizing the importance of adaptability, the teacher integrates body movement into lessons and values the role of teamwork in the learning environment. Additionally, fostering a supportive atmosphere where students are emboldened to express themselves, free from the fear of making mistakes, stands as a cornerstone of their teaching ethos. To further cultivate active engagement and interpersonal skills, the educator also enforces student participation in peer-driven activities. This comprehensive approach suggests a balance between dynamic teaching techniques and creating an encouraging, collaborative classroom environment.

From the responses to our query, it's evident that the teaching strategy adopted by educators significantly influences the classroom ambiance. While there was a diversity in responses, a predominant positive sentiment was noted. Most participants favored the communicative approach, underscoring its ability to foster a lively, interactive classroom environment. One educator, highlighting adaptability, stated they blend both traditional and communicative methods, modulating based on the instructional content. Another emphasized the structure where key concepts are introduced by the teacher, followed by students crafting presentations rooted in those discussions. These insights illustrate the varying classroom dynamics, with a tilt towards interactive methodologies influenced by the curriculum and some reverting to or incorporating traditional methods.

In light of these findings, it would be beneficial to solicit further input from educators. Seeking their recommendations on strategies to bolster students' linguistic development can provide invaluable insights. By gathering diverse pedagogical tactics and methods, we aim to enhance language acquisition processes. Understanding these teaching perspectives is pivotal to creating more effective, encompassing teaching strategies and ensuring optimal learning experiences for all students.

Regarding challenges that impede students' engagement in the classroom, seven key issues were identified. Students were asked to highlight the challenges they faced, and the results revealed that 70% of participants pointed to the first challenge: difficulties in understanding their professors due to their fast speech rate and the students' limited English vocabulary. This observation is consistent with studies by Kim and Elder (2019) and Belhiah and Elkhafaifi (2015). Their research found that many Arab and international students struggle to understand their lecturers because of the rapid pace of speech, coupled with a limited English vocabulary, which hampers their ability to express themselves and participate effectively. It's worth noting that the responsibility for comprehension lies with both the instructor and the student. Teachers should use clear language and avoid complex vocabulary to ensure students can understand them. At the same time, students need to work on improving their English skills, especially listening and speaking, for better comprehension and participation in class. This notion aligns with Stephen Krashen's (1980) input hypothesis, which suggests that language acquisition becomes challenging when learners ca not understand the input they receive.

Conversely, half of the participants, or 50%, highlighted obstacles 5 and 6. Distilling these findings, it becomes evident that English language learners face barriers when participating in classroom discussions. These barriers often arise due to insufficient support or guidance from teachers and the inherent challenges of speaking spontaneously without any prior preparation. To overcome these hurdles, educators should cultivate an inclusive classroom environment that champions open communication and ensures active engagement from every student. Practical measures such as small group dialogues, peer interactions, and individual speaking tasks can pave the way for robust learning experiences. Additionally, incorporating pedagogical strategies like random calling or think-pair-share exercises can further enrich the learning environment. Echoing the sentiments of Long (1996), "The act of collaborative dialogue, particularly when it seeks to resolve communication impasses, can significantly aid in language acquisition."

Additionally, the challenge associated with unprepared speaking can be contextualized, considering that in Libya, English is the secondary language. This

observation is underscored by Pennycook (1989), who noted the potential pitfalls of applying the communicative approach universally; it might not seamlessly fit into every educational setting. However, this shouldn't deter Libyan educators from integrating aspects of the communicative approach into their teaching repertoire. A conducive learning environment, replete with interactive exercises and group tasks, can be curated by teachers. Students, on their part, can prioritize expanding their vocabulary and infusing English into their everyday communications. This will empower them to contribute to classroom discussions more spontaneously.

The challenges labeled as 2 and 3, which were flagged by 40% of participants, align seamlessly with the research insights and scholarly references alluded to in the earlier points. When examining the influence of sociocultural factors on students' ability to speak English, 30% of the participants identified it as significant. This resonates with the conclusions drawn by Holliday (1994), Kramsch, and Sullivan (1996), who suggested that a potential challenge in implementing the communicative teaching methodology stems from cultural and environmental discrepancies. They posited that the context, which might be apt for this approach in one culture, might not transpose seamlessly to another. Conversely, Levine and Adelman (1982), and Demir (2019) discovered that the sociocultural factor isn't a primary impediment preventing students from conversing in English, echoing sentiments found in the aforementioned teacher findings.

Turning to the strategies employed in classrooms, a predominantly positive trend emerged. Three participants disclosed their propensity for the communicative and collaborative method in Libyan classrooms, advocating for teamwork. This perspective finds alignment with the research of Al-Farraj and Al-Shuaibi (2018), Al-Mahdawi and Alzoubi (2019), Long (1996). Their research underscored that a significant portion of educators harbor positive sentiments toward the Communicative Language Teaching (CLT) approach, viewing it as an efficacious language instruction tool. Reinforcing this, Al-Khawaldah (2010), Khan (2016), Boufarrag (2021), Bax (2003), Brog (2006), and Hussein (2018) found a contrasting teaching paradigm. Their studies revealed that a dominant section of instructors leans towards traditional English teaching methodologies. This entails approaches like grammatical translation and a heavy reliance on the native language within classroom sessions. This inclination can be attributed to the lack of group activities in class settings and a general unfamiliarity or lack of training in employing the communicative approach.

However, the fifth participant's observations align with the research of Al-Mekhlafi and Nagaratnam (2011), Chomsky (1959), and Celce-Murcia (1991). These scholars advocated for a combined approach to aid learners in honing both their precision and eloquence in the language of focus. In contrast, Hymes (1972) believed that there isn't a specific context wherein the Communicative Language Teaching (CLT) approach should be unequivocally employed. In a summative view, the feedback illuminated that Libyan educators hold favorable opinions about CLT. They believe that the strategies intrinsic to this method can significantly bolster the motivation and linguistic proficiency of language learners. Moreover, the amalgamation of the Grammatical Translation Method (GTM) with CLT can indeed enhance learners' linguistic capabilities. It is pivotal for language instruction to find equilibrium, emphasizing both linguistic accuracy and effective communication. While respecting diverse teaching methodologies, there is a disagreement

with the participant who champions the GMT approach that, despite potential challenges in implementing CLT, with collaboration between educators and students, these obstacles can be overcome.

Regarding the subsequent inquiry posed to the educators, they were asked to furnish any suggestions they might have. The responses were varied. This variation buttresses the research findings of Ibrahim (2018) and Mokhtar and Abdullah (2017). These researchers found a correlation between students' reticence in participating in speaking exercises and their lack of confidence in their speaking prowess. They also advocated for an overhaul of the traditional educational paradigm to seamlessly integrate CLT activities. On another note, there were suggestions emphasizing the adoption of English both within and outside the classroom environment. The continual practice of the language, even in personal spaces, coupled with nurturing a mindset where English is the primary cognitive language in various scenarios, can be beneficial. This perspective is supported by the studies of Wang et al. (2018), as well as Li and Zhu (2021).

In the educational landscape, teachers serve as pivotal conduits for discerning the nuances of students' linguistic competencies. With their intimate understanding of learners' proficiencies, they can identify recurrent errors, persistent challenges, and specific subjects that typically pose difficulties for students. Such insights are instrumental in shaping tailored curriculums and pedagogies that cater to students' unique needs. For instance, based on the consistent observations of students grappling with particular grammatical concepts, educators can recalibrate their teaching methodologies and resources to provide more targeted assistance. Beyond the identification of challenges, educators can also offer invaluable feedback regarding the effectiveness of diverse instructional paradigms. Their firsthand experiences, which might span across methodologies like Communicative Language Teaching (CLT), traditional grammar-centric instruction, or a hybrid of these strategies, can shed light on what truly resonates with students. As educational institutions endeavor to mold and modify their teaching techniques, ensuring alignment with students' predilections and learning styles, they can substantially benefit from such nuanced feedback from educators, and a sentiment echoed in the research by Al-Khamisi and Sinha (2022).

Relating to the statements above, teachers also possess a unique vantage point that allows them to provide insights into the intricate dynamics of classroom environments. They can pinpoint potential impediments to student engagement, spanning issues related to peer dynamics, intrinsic student motivation, and classroom management. Recognizing these challenges equips educators to collaboratively devise strategies that foster a more inclusive and stimulating learning milieu. Additionally, teachers can add depth to discussions centered around the sociocultural dimensions of language acquisition, considering the diverse backgrounds and experiences of students. Emphasizing the importance of continuous professional development, educator perspectives can further augment institutional growth. By engaging in self-reflection and seeking counsel from colleagues and pedagogical leaders, teachers can navigate and share the complexities of their experiences. Such a collaborative ethos not only propels the evolution of teaching methodologies but also optimizes student outcomes, a notion underscored in the research by Kim et al. (2019).

Thus, incorporating English language usage beyond the confines of the classroom is crucial in bolstering students' confidence and fluency, even if they occasionally make mistakes. Such errors, viewed as stepping stones in the journey of learning, can serve as motivation for learners to refine their skills further. This perspective aligns with the research findings of Ahmed (2015) and Akbari (2016), who underscore the imperative of fostering a fearless learning environment. Students are urged to express themselves candidly without apprehensions of erring, thereby instilling confidence. Additionally, the promotion of peer activities and collaboration in the classroom is pivotal. It is suggested that the onus of learning English should not merely rest on the linguistic facets but also on the values it encompasses. When students perceive the broader benefits of mastering the language, their intrinsic motivation escalates. Overcoming the challenges associated with English language acquisition demands resilience from students and adept guidance from their educators. Drawing from these insights, the paramountcy of collaborative efforts between educators and learners is evident. To expedite the evolution of pedagogical methodologies in Libyan classrooms, fostering a symbiotic relationship between students and teachers is vital. This will inevitably pave the way for a conducive English learning environment, accelerating the holistic development of learners.

CONCLUSION

The research highlights the challenges faced by students in English communication. These issues range from a lack of vocabulary and low self-confidence to difficulties in understanding the teacher's instructions without them being repeated. Only a small number of participants believed that sociocultural factors were barriers to their learning. The study also found that English teachers in Libya are increasingly adopting the Communicative Language Teaching (CLT) method. Many combine this with the traditional Grammar Translation Method (GTM), forming a hybrid teaching approach. However, some teachers still rely solely on the GTM, which may hinder students from comfortably speaking in English.

To address these challenges, the study suggests that teachers should adopt teaching methods that emphasize active student participation and collaboration. It also emphasizes the benefits of using English outside of the classroom setting to increase students' confidence in the language. Current research recommends that English teachers in Libya incorporate more interactive teaching methods. By doing so, they can better help students overcome challenges and enhance their language skills. The findings indicate that a combined GTM and CLT approach can effectively boost students' proficiency in English. In conclusion, this study offers insights into the teaching methods used by English teachers in Libya, with a focus on promoting communication and student engagement. These findings can guide the development of more effective teaching strategies, improving the quality of English education in the country.

However, this study has several notable constraints. Firstly, the small sample size, consisting of only five teachers and ten English learners from Al-Mergib University, limits the generalizability of the findings. Focusing solely on one institution might further confine its relevance to other academic settings within Libya. Additionally, the reliance on qualitative data through interviews, while valuable for in-depth insights, lacks the robustness of broader quantitative research. The study also didn't consider the potential

impacts of external elements, such as governmental policies or resource availability, on language education.

To overcome these limitations, future research should expand the sample to encompass various educators and students from different institutions nationwide. Such an approach would offer a more comprehensive understanding of the teaching challenges and methodologies in the Libyan educational sphere. It would be beneficial to conduct comparative research across Libya's diverse educational settings to identify possible regional differences and to understand how local policies and resources might shape language instruction. By adopting a mixed-methods research approach, the validity of the findings can be strengthened, providing a clearer picture of the prevalent issues within the Libyan context. Additionally, to gain a holistic view of the challenges in English language education in Libya, future studies should delve into the influence of governmental support, policies, and resource distribution on classroom dynamics and student outcomes.

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