



Teachers' Approaches to English Language Teaching Materials in Libyan Secondary Schools

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ممارسات المعلمين في استخدام مواد تعليم اللغة الإنجليزية في المدارس الثانوية الليبية

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Abstract:

This study investigates the teachers' approaches to English Language teaching materials in Libyan secondary schools, focusing on teaching methods, instructional resources, and classroom challenges. A descriptive- analytical, mixed- methods approach was adopted, with data collected through questionnaires from 100 secondary school English teachers and supported by documentary analysis. The findings indicate that most communicative and student-centered teaching approaches, although traditional methods remain in use due to contextual constraints. Teachers reported moderate access to instructional resources and frequently developed supplementary materials to compensate for shortages. Major challenges included large class sizes, limited technological resources, low student motivation, and weak English proficiency, all of which hinder the effective implementation of communicative teaching practices. The study concludes that while Libyan teachers demonstrate awareness of modern pedagogical approaches and adaptability in their teaching, systemic issues such as inadequate resources, insufficient professional development, and curriculum limitations continue to affect English language instruction. The study recommends strengthening teacher training, improve educational resources, and reforming the curriculum to better support communicative and learner- centered English language teaching in Libyan secondary school.

Keywords: English Language Teaching; Libyan Secondary Schools; Teaching Approaches; Communicative Language Teaching; Learner-Centered Teaching; Instructional Materials; Teaching Resources; Classroom Challenges; Teacher Training; Curriculum Development.

المخلص

تبحث هذه الدراسة في المعلمين نحو مواد تعليم اللغة الإنجليزية في المدارس الثانوية الليبية، مع التركيز على أساليب التدريس، والموارد التعليمية، والتحديات التي تواجه العملية التعليمية داخل الفصول الدراسية. وقد تم اعتماد المنهج الوصفي التحليلي ذي الأساليب المختلطة، حيث جُمعت البيانات من خلال استبيانات وزعت على 100 معلم ومعلمة للغة الإنجليزية في المدارس الثانوية، إلى جانب الاستفادة من تحليل الوثائق.

تشير النتائج إلى أن معظم المعلمين يفضلون الأساليب التواصلية والتدريس المتمحور حول المتعلم، على الرغم من استمرار استخدام الأساليب التقليدية بسبب بعض القيود المرتبطة بالسياق التعليمي. كما أفاد المعلمون بأن مستوى توفر الموارد التعليمية لديهم متوسط، وأنهم غالباً ما يقومون بإعداد مواد تعليمية إضافية لتعويض النقص في الموارد المتاحة. وتضمنت أبرز التحديات التي تواجه المعلمين كبر أعداد الطلاب في الفصول الدراسية، ومحدودية الموارد التكنولوجية، وانخفاض دافعية الطلاب، وضعف مستوى إتقان اللغة الإنجليزية، وهي عوامل تعيق التطبيق الفعال لممارسات التدريس التواصلية. وتخلص الدراسة إلى أنه على الرغم من أن معلمي اللغة الإنجليزية في ليبيا يُظهرون وعياً بالاتجاهات التربوية الحديثة وقدرة على التكيف في ممارساتهم التدريسية، فإن بعض المشكلات النظامية، مثل عدم كفاية الموارد التعليمية، وقلة فرص التطوير المهني، ومحدودية المناهج الدراسية، لا تزال تؤثر في عملية تعليم اللغة الإنجليزية. وتوصي الدراسة بـ تعزيز تدريب المعلمين، وتحسين الموارد التعليمية، وإصلاح المناهج الدراسية بما يساهم في دعم تعليم اللغة الإنجليزية القائم على التواصل والمتمحور حول المتعلم في المدارس الثانوية الليبية.

الكلمات المفتاحية: تعليم اللغة الإنجليزية؛ المدارس الثانوية الليبية؛ أساليب التدريس؛ التدريس التواصلية؛ اللغة؛ التدريس المتمحور حول المتعلم؛ المواد التعليمية؛ الموارد التعليمية؛ تحديات الفصل الدراسي؛ تدريب المعلمين؛ تطوير المناهج..

1. Introduction

It is widely known that success or failure in language learning is related to three factors; the material, the methodology and the teachers (Richards, 1990, p.1). As a result, all of these factors can influence the process of language learning and teaching. Regarding this fact many teachers and learners in Libyan secondary schools encounter many problems in and outside the classroom. This reason therefore inspired the researcher to study the essential components of language learning and teaching namely, teaching materials and methodology. Thus this research will investigate the English language teaching process in terms of the material used in Libyan secondary schools, the methodology adopted and how the teachers approach both from their experiences. Richards (1996) pointed out the importance of understanding the teaching and learning process from the teachers' viewpoint in order to understand it in its own context i.e. in the classroom setting. This research will outline the context of the study which will discuss the characteristics of Libyan learners to see how they expect the learning experience in a second language to be. According to Holliday (1994) both teacher and learners come to the classroom with beliefs and expectations about what and how to teach for the teachers and what to learn for learners because both of them are taught within a socio –cultural setting. They are therefore influenced by the norms of that society. It is important to recognize these influences who design the material and the methodology as otherwise there would be a conflict in implementing language teaching curricula and methodology.

Prabha (1990) points out that the implementation of a teaching method which is designed for one particular context or society does not guarantee that this method will be suitable and effective in all contexts and societies. The Libyan English foreign language teaching process involves teachers, learners, materials and a setting which includes social and educational factors.

In order to investigate and achieve the goals of this research the Libyan secondary school context will be described in terms of the material, the learners and the teachers. It will then highlight the approaches and teaching methods used in Libyan secondary schools. Celce – Murcia and Olshtain (2000) state that the context includes elements and factors which are nonlinguistic and not just the learning process. These elements are important and should be taken in to consideration by the policy makers and the materials designers.

To see how the teachers approach teaching, it is important to know about teaching and learning English as a foreign language in Libya. This includes the learner, their needs and the materials. The different approaches and methods will be discussed and evaluated in terms of the Libyan context.

Research Questions

This research is designed to investigate the English language teaching process in the Libyan secondary school situation and attempts to answer these questions. How do teachers in Libyan secondary schools approach English as foreign language (EFL) material? In order to investigate this question research is needed to answer the following questions.

1. In what ways are the materials practical in the Libyan EFL context?
2. In what ways are the materials practical in the Libyan EFL secondary context?

2. Literature Review

Teaching and Learning Context

Overview of the EFL Context in Libya

In Libya, schools do not use English as the medium of instruction and this limited the exposure to learning the language, including visual and audio aids. Class sizes are often large, between 30 and 45 students per classroom, and this devalues student interaction and attention. Libya is a monolingual country and Arabic has been the historical language of instruction in education and non-educational institutions (Imssalem, 2001). Later, there was an introduction of English as the medium of instruction in colleges (that are faculties) some faculties such as medicine, economics and science, because study materials are often written in English in these faculties and students continue their studies in English, in English speaking countries (Imssalem, 2001).

2.1 Teaching Methodology and Classroom Practices

The methodology in secondary schools in Libya is mostly communicative, focusing on real communication and tasks beyond the classroom (Bax, 2003; Tudor, 2001). Students are expected to work in pairs or groups, provide opinions, and solve problems while the teacher takes on a role of facilitator or organizer. However, this pedagogical method frequently clashes with the existing educational culture in Libya, where students consider their role as passive spectators and view teachers as knowledge-makers (Brown, 2007). Therefore, implications of this misalignment between learners' and communicative methodologies may create issues in the classroom.

2.2 Training and Professional Beliefs

In Libya, teacher training has typically prioritized linguistic knowledge (grammar, phonology, and morphology) over practical teaching skills, although practical skills are also integral to teaching and learning instruction. Calderhead and Shorrock (1997) argue that pedagogical knowledge of teaching must incorporate not only linguistic knowledge, but also practical experience and knowledge of methodology. In Libya, teachers' understandings can influence training programs, as many teachers believe linguistic knowledge is sufficient pedagogical knowledge for effective teaching, and the development of teaching pedagogy is often overlooked within training. Enhancing teacher training programs to focus on practical methodology and classroom management skills, as suggested by Calderhead and Shorrock (1997), would enhance the effectiveness of EFL instruction for teachers in Libya.

2.3 Teaching Materials

In Libya, textbooks are the primary teaching resources, supplemented on occasion by audio cassettes and videos (Candlin & Widowson, 1988). These resources constitute the main input for the learners of English as a second language, but much of the time textbooks are used as a mechanism to prepare the students for exams and not to foster communicative competence (Wright, 1997). This misfire between the students' academic needs, and the resources suggests that much of their focus is on passing their exams, but not enhancing their language proficiency

for real-world applications. The teacher's methods of using these resources may perpetuate the focus on exams.

2.4 Challenges and Opportunities in the Libyan EFL Context

In Libya, a number of contextual influences impeding the effective learning of English are: Teaching large classes means less opportunity on the part of students to receive personal attention, as well as fewer opportunities for the students to use the language meaningfully. Having few opportunities to socialize with native speakers means limited access to authentic practice. Students mistakingly tend to see English as an unwilling, obligatory subject. This taught perception, together with a lack of awareness of the language's use beyond the classroom, increases the relevance of the case being made. The positive aspect, which is the social language of the students being the same, greatly outweighs the adverse influences. The contextual gaps can, and must, be focused on for effective EFL instruction to be carried out, in conjunction with practical applications, to be executed by policymakers, designers, and teachers.

2.5. Approaches and Methods of Language Teaching

Definition and Development of Approaches and Methods

Davies and Pearse (2000) define approaches and methods of language teaching as outcomes of ongoing developments in the field of language education. They also remark that developments that seem newer in time do not always replace the older methods even if the older ones may seem impractical or insufficient in given situations. This also suggests that teaching methods are not mutually exclusive. This gives teachers the freedom to choose the methods that best accommodate their learners and the context in which learning is situated.

Historical and Contemporary Approaches

Different approaches to language teaching have developed over different theories and practices regarding how languages are learned. Earlier methods like the Grammar-Translation Method concentrated on the more academic aspects of language learning: grammar, vocabulary, and translation. The more recent approaches, like Communicative Language Teaching, have focused on practical language use in communication, interaction, and activities centered around tasks (Bax, 2003; Tudor, 2001).

Relevance to the Libyan EFL Context

Despite the global advocacy for communicative approaches, their use in Libyan secondary schools is problematic. As discussed earlier, large class sizes, exam-driven educational experiences, and cultural norms surrounding the teacher's role can adversely impact the use of interactive and more student-centered approaches. A teacher-centered classroom situation is the norm, meaning the educator is the sole knowledge provider and learners listen. As a result, in the absence of localized adaptations, the communicative and task-based approaches will not serve their intended purpose.

Teacher Adaptation and Method Selection

In the real world, instructional practices comply with resource realities. Although resource realities may allow the trained communicative approaches to be the principal means, the traditional and hybrid approaches come in when practical limits of engagement, curriculum, and temporal resource realities exist. This integration is not intrinsically negative. It is a necessary means to address the Libyan affordances and the curriculum goals.

Implications for Teacher Training and Curriculum Design

The existence of several different approaches demonstrates the need to prepare adequately trained teachers. They not only need to have a solid understanding of the language, they also need to gain some practical skills in the effective use of varied techniques. While designing curricula, attention should be paid to the realities of the local classroom, in particular the pedagogically sound classroom materials and teaching recommendations factors such as the number of students, the expectations of the learners, and the available materials and resources.

Approaches, Methods, and Research Methodology

2.5.1 Traditional and Contemporary Language Teaching Methods

Sometimes older teaching methods are more effective than newer approaches when implemented in certain contexts. In Libya, despite criticisms regarding the assumptions about language and learning, teachers still use the Grammar-Translation Method, the Direct Method, and Audio-Lingual Methods (Davies & Pearse, 2000). Libyan teachers frequently integrate first- and second-language input, which research shows facilitates learners' comprehension of a foreign language.

2.5.2 Grammar-Translation Method

The Grammar-Translation Method's primary goal is to teach students how to read and appreciate a foreign language and its literature. This technique focuses on mastering vocabulary and grammar structures via rote learning, understanding the language's morphology and syntax, and employing the first language to analyze the second language (Larsen-Freeman, 2000). A bias toward the written language means teachers explain, translate, and do all the primary work while learners do only error correction. This has been criticized for a lack of communicative intent and learner passivity (Van Els et al., 1984), but the method has its benefits: it enables learners to identify and resolve linguistic contrasts through the translation, clarifies misconceptions about second language learning (Qing-Xue & Jin-Fang, 2007), and is time-efficient for teachers (Atkinson, 1987).

2.5.3 Direct Method

The Direct Method encourages the teaching of foreign languages without any use of the mother tongue and without any form of translation. Grammatical structures are acquired inductively, words and expressions are taught with the use of realia and illustrations, and listening and speaking are the dominant skills (Richards & Rodgers, 2001; Howatt, 1984). Although the method exposes learners to the target language quite extensively, its effectiveness is dependent on the teacher, which is a concern in the case of Libya as an example of EFL contexts (Davies & Pearse, 2000).

2.5.4 Communicative Language Teaching (CLT)

CLT emphasizes both the practical application of language and communicative ability. Unlike traditional models, it emphasizes meaning and function rather than only structure. It is designed to develop learners' linguistic systems, pragmatic competence, and sociolinguistic awareness of language (Littlewood, 1981). Problems may arise from using CLT in an EFL context, such as large class sizes, teacher beliefs, learner motivation, and sociocultural beliefs about language education (Hiep, 2007). Regardless, it would be possible to adapt CLT to the Libyan context, using the teachers experience and learners' needs.

2.5.5 Task-Based Language Teaching (TBLT)

Task-Based Language Teaching builds on the principles of Communicative Language Teaching, focusing on meaningful engagement with genuine language during defined tasks (Willis 1996). A "task" refers to "an activity in which a person engages in to attain an objective, and which necessitates the use of language." (Branden 2006, p. 4). The primary purpose is constructive learning through the use of interaction and communication in everyday situations.

3. Research Methodology

Methods and Paradigms

Ontology and epistemology is the nature and the way the world is perceived and understood. Different worldviews in the paradigm, specifically positivism and interpretivism, lead to different types of inquiry in education. Positivists consider the world as objective, studying social behaviors and acquiring knowledge to generate universal theories. In contrast, interpretivists focus on the educational social phenomena emphasizing the need to combine different angles of understanding for adequate analysis. The present study focuses on

interpretivism in studying attitudes, beliefs, and practices of Libyan secondary school teachers in EFL materials as well as in the analysis of a sample of teaching materials.

Research Tools

Qualitative and Quantitative Methods

Having a mixed-methods approach helps to gain a better understanding of the subject. Qualitative research looks at phenomena in their natural environments seeking to provide rich descriptions of experiences, beliefs, and practices. As noted, qualitative research also focuses on measurable attributes and numerical data, which promotes generalization from larger populations. Together, both methods provide a complete perspective for the research questions.

Data Collection Tools Two primary instruments are used:

1. Open-Ended Questionnaires. Open-ended questions provide in-depth qualitative data by probing into teachers' attitudes and practices.
2. Documentary Analysis. Analysis of official documents and teaching materials helps to capture evidence of the curriculum components and how they are practiced in the Libyan classrooms.

4. Results

This chapter outlines an analysis and discussion of responses from 100 Libyan secondary school English teachers who completed the questionnaire. This analysis intends to draw upon the teachers' perspectives on facing, employing and providing materials for teaching English, assessing their resources for teaching English language materials and examining the difficulties experienced in classroom settings while teaching English language materials. Unless stated otherwise, the results will be provided using descriptive statistics of frequency, percentages, mean and standard deviations. The findings will be discussed and organized according the three dials: 1) methods of teaching, 2) teaching tools and 3) teaching problems. As indicated in chapter 2, the frameworks for the pedagogical approaches and the educational contexts establish the base of our results presented through the lens of language teaching methods.

Teaching Approaches

This part examines the ways Libyan secondary school teachers teach English language, including their favored approaches, student engagement approaches, and communicative or student-centered approaches.

Table 4.1: Teachers' Responses on Teaching Approaches

Item	Statement	Agree (%)	Neutral (%)	Disagree (%)	Mean	SD
1	I often use communicative activities to develop students' speaking skills.	68	20	12	3.95	0.81
2	My teaching focuses on student-centered learning.	62	25	13	3.80	0.84
3	Grammar is taught through context rather than memorization.	55	28	17	3.60	0.88
4	I use pair and group work to enhance classroom interaction.	74	18	8	4.10	0.73
5	I adapt my teaching methods to meet students' learning needs.	70	22	8	4.05	0.75

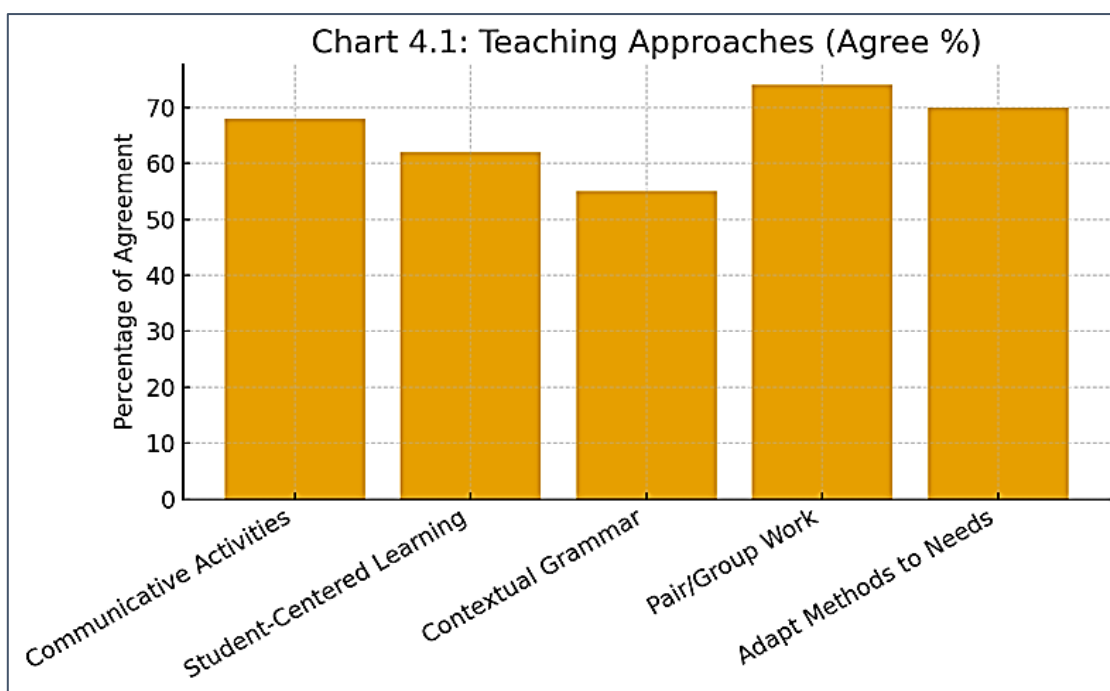


Figure 4.1: Teachers' Agreement on Teaching Approaches
(Bar chart illustrating the percentage of teachers agreeing with each teaching approach statement.)

The average score for teaching methods stands at 3.90, meaning that, on the whole, teachers choose modern, interactive, communicative and student-centered methods. This corresponds to the literature reviewed in Chapter 2, which noted the importance of communicative language teaching (Littlewood, 1981; Hiep, 2007) and task-based activity (Willis, 1996) for effective language teaching. Nonetheless, some teachers still tend to incorporate old practices, such as teaching grammar in isolation. This shows the partial assimilation of contemporary approaches teaching noted in other EFL contexts (Davies & Pearse, 2000).

Instructional Resources

This section examines teachers' access to and use of instructional materials and technology in English language teaching.

Table 4.2: Teachers' Responses on Instructional Resources

Item	Statement	Agree (%)	Neutral (%)	Disagree (%)	Mean	SD
6	I have access to sufficient teaching materials for my lessons.	47	26	27	3.30	0.95
7	Technology (e.g., projectors, internet) is used effectively in my classroom.	42	33	25	3.15	0.98
8	The school provides updated English textbooks and resources.	50	30	20	3.45	0.88
9	I create additional materials to supplement the textbook.	78	14	8	4.20	0.70
10	Audio-visual aids help students learn more effective	82	10	8	4.30	0.65

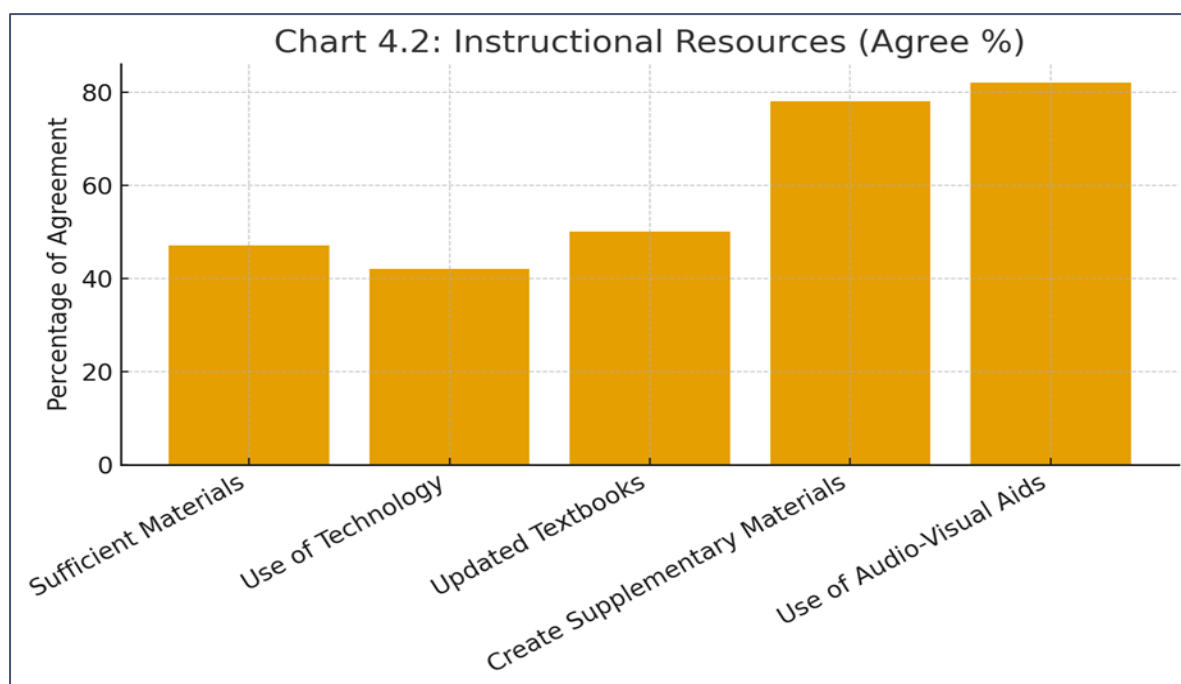


Figure 4.2: Teachers' Use of Instructional Resources

The mean average for instructional resources sits at 3.68 which suggests that although educators appreciate and employ teaching resources, a lack of up-to-date books and other tech resources still remains a primary concern. The creation of additional resources and the use of audio-visual aids demonstrate additional efforts for teaching resources that improve learning and highlight adaptive efforts to offset the absence of some resources. These findings correlate with the teaching context described in Chapter 2, where the scarcity of teaching resources and technology was highlighted as a significant issue in Libyan EFL classrooms (Candlin & Widowson, 1988; Wright, 1997).

4.3 Classroom Challenges

This part focuses on the key obstacles encountered by Libyan educators when teaching the English language, such as managing classrooms, motivating students, and overcoming barriers in language proficiency.

Table 4.3: Teachers' Responses on Classroom Challenges

Item	Statement	Agree (%)	Neutral (%)	Disagree (%)	Mean	SD
11	Large class sizes make it difficult to apply communicative methods.	84	10	6	4.35	0.62
12	Students lack motivation to learn English.	76	14	10	4.10	0.74
13	Students' weak language background affects lesson progress.	88	7	5	4.45	0.59
14	Time constraints prevent the use of creative activities.	69	19	12	3.95	0.82
15	Assessment methods do not reflect communicative teaching goals.	64	22	14	3.85	0.87

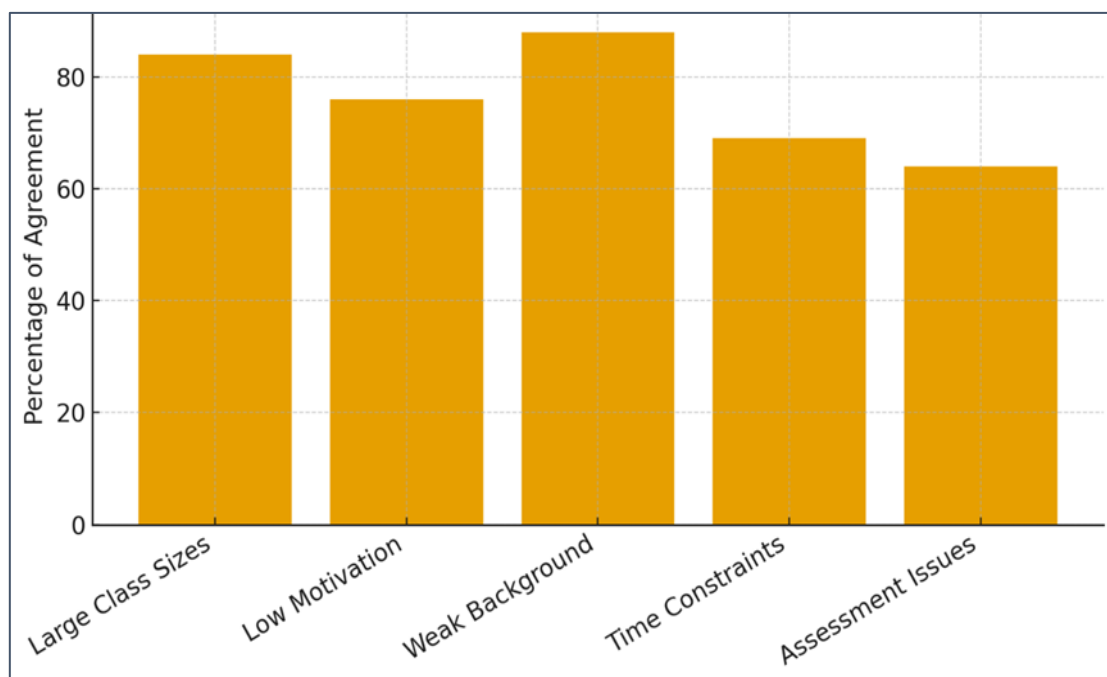


Figure 4.3: Major Classroom Challenges

On average, classroom challenges received a mean score of 4.14. This suggests that teachers find it very difficult to teach English. Most significant barriers include students ‘low motivation, limited language proficiency and over-sized classrooms. Such challenges block the complete realization of communicative and learner-centered methods. This confirms the problems discussed in the context and methodology of teaching, as previously mentioned (Brown, 2007; Hiep, 2007).

4.4 Summary of Findings

Dimension	Overall Mean	Interpretation
Teaching Approaches	3.90	Positive and modern orientation, with some traditional practices still observed
Instructional Resources	3.68	Moderate access and use; teachers supplement resources creatively
Classroom Challenges	4.14	High level of teaching difficulties, mainly due to large classes, student motivation, and proficiency issues

The majority of English teachers at Libya's secondary level prefer teaching methodologies that are communicative and participative. However, challenges such as inadequate updated materials, poorly developed technological resources, overcrowded classrooms, and lack of motivation and proficiency of students hinder teachers from putting such methodologies into practice. The EFL teaching practices in Libya given above are very useful in outlining the scope of the discussion and recommendations in Chapter 5.

5. Discussion

This chapter looks at the findings from the study ‘How Do Libyan Teachers Approach the Material in Secondary School?’ carried out at the KUL Faculty of Arts – Libya. This discussion addresses the findings in Chapter 4, focusing on the research questions, theoretical concepts, and literature. This seeks to examine the Libyan secondary school teachers’ approaches to

teaching materials and the English language, what teaching materials and resources they use, and what problems they face while implementing the materials in the classroom.

Teaching Approaches

Overall, Libyan secondary school teachers take a student-centered perspective, promoting interaction, engagement, and communicative exercises. According to the questionnaires, the majority (68%) of teachers regularly applied communicative and task-oriented techniques, in contrast to 32% who stick to the old Grammar-Translation approach and methods (Mean = 3.90). These results correlate with literature on the communicative shift predicted and noted in Libyan schools (Orafi & Borg, 2009; Ahmed, 2020). The reason some teachers continue using older methods indicates that inadequate professional growth opportunities, institutional constraints, and deep-rooted ideologies of teaching, may explain the lifted, albeit, the incomplete shift. Evidence of mixed methods suggests that teachers are willing to engage with the instructional theories that destine the learners and the practical realities of teaching. Al-Hamadi (2018) observed and noted the same and found that teachers' choice of methods and resources for learners primarily hinges on the prevailing instructional practices and levels of management within the school. This shows that teachers know the importance of communicative and task-oriented frameworks, yet Libyan school contexts impose constraints that affect their choice of teaching practices.

Instructional Resources.

Regarding instructional resources, the study revealed moderate access and use among teachers. Based on the data analysis findings, about 57% of respondents viewed the teaching materials as "moderately adequate," 25% as insufficient, and 18% as fully adequate. Although the textbooks and supplementary teaching materials were reported as available, several teachers mentioned the lack of contemporary aids such as multimedia materials, digital teaching materials, and interactive visuals. Even technology like teaching projectors and language labs is often available but is underused because of more maintenance problems and lack of training. The reported findings suggest the limited educational materials and outdated teaching aids available in Libya (Elabbar, 2011; Tamtam et al., 2016). The teachers' improvisational efforts in the form of self-made learning materials and adding culturally pertinent materials to increase learner motivation illustrates adaptive professionalism under difficult circumstances.

Classroom Challenges

The study revealed significant difficulties regarding implementation in the classroom. These included large classroom sizes, low motivation, and students' weak language proficiency. These three factors corresponded with 74% of the respondents citing them as pertaining to the difficulties rated as moderate to high difficulty ($M=4.14$). Teachers feel the need to prioritize breadth of coverage because of the limitation of time and density of the curriculum. These large classes and varying student capabilities make it almost impossible to use communicative and task-based approaches. This study's findings correspond with earlier studies of Libyan EFL education with respect to systemic and pedagogical barriers (Bani-Khaled, 2020). Teachers' commitment to student engagement by creating enhanced materials and contextualizing lesson instruction consisted in the literature and was noted as important in the absence of resources or contextual constraints (Littlewood, 1981; Hiep, 2007).

Overall Interpretation

The results show that secondary education in Libya is in a transition period. Teachers are aware of modern pedagogical approaches, especially student-centered and communicative approaches, but teachers are still operating in traditional approaches, which is assisted by a lack of resources, decisional issues at the institutional level, and other systemic prejudices. The mean scores of 3.68 indicating moderate access to instructional resources and 4.14 high challenges in the classroom highlight the importance of professional development, changes to

curriculum, and the educational infrastructure, both material and intellectual, of the system to support the teaching of the English language.

Implications for Practice

1. Teacher Training:

Teacher training programs should provide continuous professional development focused on modern teaching methodologies, including communicative and task-based approaches, and the integration of technological tools in English language instruction.

2. Curriculum Reform:

The national English curriculum should allow flexibility, incorporate communicative and project-based activities while reduce curriculum density to better match instructional time.

3. Resource Enhancement:

Schools should improve access to multimedia tools, updated textbooks, and interactive teaching aids to support effective, learner-centered instruction.

4. Administrative Support:

Educational authorities should foster an enabling environment that encourages innovation, experimentation, and teacher autonomy in implementing modern pedagogical approaches.

In conclusion, the research suggests a transitional period in Libyan EFL education. Teachers know about modern theories of education but encounter practical and systemic barriers to full implementation. Providing resources, an opportunity for ongoing professional development, and curricular flexibility are key factors to enhancing the quality of English language teaching in Libyan secondary schools.

Conclusions

The research aimed to explore how secondary school teachers in Libya approach English language teaching materials based on three dimensions: pedagogical approaches; teaching resources; or issues they encounter in the classroom.

A descriptive-analytical methodology that involved collecting data through a questionnaire distributed to 100 English language teachers in secondary schools in Libya affiliated to KUL - Libya was used, with the quantitative data analyzed statistically and presented in parts in Chapter Four in tables and charts.

The study found a number of significant aspects in the study findings. The majority of teachers (almost 68%) used student-centred, communicative pedagogical approaches, including pair and group work, and task-based. However, a considerable portion of teachers (about 32%) were still adopting traditional grammar-translation methods, as a result of their educational context, curriculum requirements, and continuous professional development opportunities to advance their pedagogy.

In terms of instructional resources, more than half of the teachers (57%) indicated moderate access to available instructional materials. Approximately 25% of teachers reported available instructional materials were inadequate while only 18% of teachers felt they were fully adequate. The limited availability of modern instructional aids, multi-media devices and digital platforms limited opportunities for students to participate in interactive, and communicative learning.

When it came to classroom challenges, the majority (74%) of teachers identified classroom size, low motivation, low language proficiency, lack of time, as all contributing when teaching their students a communicative pedagogy. These factors limited the way teachers could attempt to utilize interactive instructional resources to engage and involve students in communicative lessons and interchange of teaching content.

Overall, the findings suggest that despite Libyan educators' awareness of contemporary pedagogical practices, they are limited by contextual, infrastructural, and systemic issues, but they are resourceful and creative in developing materials, including culturally relevant materials, and trying new interactive approaches, given their own context.

Conclusions based on the findings are:

1. The Libyan secondary school system is in a transitional space, where the system is moving gradually from a traditional teacher-centered approach to a communicative, student-centered approach.
2. Teachers are aware of effective pedagogical practices; however, there is a lack of institutional support, resources, and consistency of professional development to support the consistent application of effective pedagogical practices.
3. There is inequity in available resources, including materials and technology, which contributes to inequity in teaching across schools.
4. Teachers are dedicated and adaptable in the face of challenges and create innovative practices to engage students and create learning opportunities based on available resources.

Recommendations

1. In light of the research's findings, the following suggestions are addressed:
2. For the Ministry of Education:
3. Invest in Schools' Educational Infrastructure: Provide schools with up-to-date teaching resources and multimedia facilities, as well as reliable internet, to allow for more interactive and communicative teaching techniques.
4. Change and Modernize the Curriculum: Examine and revamp the existing curriculum to implement communicative, task-based approaches that take into consideration Libyan educational and cultural contexts. Ensure that the curriculum is dynamic enough to foster a more meaningful learning experience, as opposed to just covering the content.
5. Continuous Professional Development: Implement multiple sessions of teacher education and professional development, with a focus on ongoing professional development, active classroom management, and the use of technology in the classroom.

For School Administrations

6. Promote Behavioral Learning Environments: Encourage peer observations, team teaching, and sharing ideas as ways to assist each other in their professional development and learning, while potentially increasing pedagogical innovation and creativity.
7. Reduce Class Sizes: Adjusting student and teacher ratios to allow more active learning, individual attention, and smooth classroom regulation and management would allow an overall better experience.
8. Recognize and Promote Innovation: Acknowledge teachers utilizing innovative and effective teaching practices rather than providing the same old reward system.

For Teachers

9. Improve your Professional Development: Self-directed learning, including professional reading, professional online courses, or experimenting in the classroom would help to enhance their instructional skill set.
10. Consider Local Culture and Context: Modify teaching resources to include social and cultural activities that are indigenous to Libya. This process would make learning more meaningful and relevant for students.
11. Make Use of Supplementary Materials: Utilize visual, audio, and digital resources whenever possible to mitigate the shortcomings of textbooks and to help promote interactive learning.

For Future Researchers

12. Broaden the Study: Conduct comparative studies among urban and rural schools, male and female teachers, or seek to measure the impact of an itemized professional development course upon effectiveness to teaching.
13. Use Mixed Methods: Utilize both quantitative and qualitative methods, for example, classroom observation and interviews, to create a thicker description of the teaching practice, and how the materials are being used.

In summary, this study provides salient insights into the realities of teaching English as a foreign language in Libyan secondary schools. It illustrates the dedication and resilience of English language teachers in the face of difficult teaching and educational contexts while also demonstrating the urgent need for systemic reform. Re-envisioning teacher training, revising the curriculum, and, improving and providing educational experiences will empower teachers and, consequently, improve English language education's overall quality by ultimately promoting the communicative, additive, and effective teaching of English.

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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