



Teachers' Perceptions of Teaching English Language to Young Learners in Libyan Primary Schools in Al-Marj region

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Abstract:

This study aims to establish the opinions of teachers in the Al-Marj region of Libya regarding the teaching of the English language to young learners in primary schools. The researchers adopted semi-structured interviews as a data collection tool to provide insight into three teachers' perceptions, attitudes and experiences relating to English language instruction. The findings indicate that teachers generally hold positive attitudes regarding the importance of teaching the English language to young learners. However, the analyses reveal several influential factors which affect the teaching process. These factors include large class sizes, limited instructional time, pressure from inspectors to complete the syllabus, a lack of resources (especially textbooks), students' varying levels of English proficiency, and inadequate support from parents and the community. The study suggests that addressing these factors could help to improve the quality of English language education for young learners in Libyan primary schools. By recognising and addressing these challenges, stakeholders can work to improve the quality of English language education for both teachers and young learners in Libyan primary schools.

Keywords: Teachers' Perceptions, Young Learners, Teaching English Language.

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الملخص

تهدف هذه الدراسة إلى التعرف على آراء المعلمين في منطقة المرج بليبيا فيما يتعلق بتدريس اللغة الإنجليزية للمتعلمين الصغار في المدارس الابتدائية. اعتمد الباحثون المقابلات شبه المنظمة كأداة لجمع البيانات لتوفير نظرة ثاقبة لتصورات ثلاثة معلمين ومواقفهم وخبراتهم المتعلقة بتعليم اللغة الإنجليزية. تشير النتائج إلى أن المعلمين لديهم نظرة إيجابية بشكل عام فيما يتعلق بأهمية تدريس اللغة الإنجليزية للمتعلمين الصغار. ومع ذلك، تكشف التحليلات عن العديد من العوامل المؤثرة التي تؤثر على عملية التدريس. وتشمل هذه العوامل أحجام الفصول الدراسية الكبيرة، ومحدودية وقت التدريس، والضغط من المفتشين لإكمال المنهج، ونقص الموارد (خاصة الكتب المدرسية)، ومستويات الطلاب المتفاوتة في إتقان اللغة الإنجليزية، وعدم كفاية الدعم من أولياء الأمور والمجتمع. وتشير الدراسة إلى أن معالجة هذه العوامل يمكن أن تساعد في تحسين جودة تعليم اللغة الإنجليزية للمتعلمين الصغار في المدارس الابتدائية الليبية. ومن خلال إدراك هذه التحديات ومعالجتها، يمكن لأصحاب المصلحة العمل على تحسين جودة تعليم اللغة الإنجليزية لكل من المعلمين والمتعلمين الصغار في المدارس الابتدائية الليبية.

الكلمات المفتاحية: تصورات المعلمين، المتعلمين الصغار، تدريس اللغة الإنجليزية.

Introduction

In the modern world, the importance of English as a truly global language cannot be overlooked. The English language has become more entrenched around the world. Indeed, the importance of English as a global language has increased as the world has become more globalised. As stated by EurActiv Languages and Culture (2012, p.5): "English is still by far the most taught language in almost all nations from elementary level and forward." Due to its present status as a foreign language, English has become the focus of many educational systems, particularly in Arab nations. According to Crystal (2003), English is the dominant language in many fields including science, technology, business and education. As a result, learning English is important for people who want to be successful in these fields and interact with other people from different cultural backgrounds. Thus, in many nations across the world, teaching English to young students in the primary grades is an important part of the syllabus. English language proficiency has become necessary for people wishing to succeed in a world that has become increasingly globalised.

Recognising the importance of English language, the Libyan government introduced English language teaching into its primary schools from Grade 1 to Grade 4 in the academic year 2018/2019 as part of its efforts to address the need for better English language proficiency among its citizens. Indeed, the Libyan administration recognised the need to generally improve the quality of education in the country. According to Alharbi (2018), the Libyan government decided to include English language instruction in elementary schools as part of its attempts to enhance educational quality and international communication. However, the introduction of English language instruction has triggered a debate among teachers, scholars, inspectors, parents and educational policymakers in Libya. Therefore, the current research begins by investigating the role of teachers in relation to teaching English language to young learners in Libyan primary schools. More specifically, this section explores the perceptions, attitudes and experiences of teachers.

2. The role of teachers

Teachers perform an essential function in the successful implementation of the English language curriculum in Libyan primary schools (Suliman, 2019). Thus, the role of teachers is important in terms of providing high-quality English language instruction that promotes language learning and learners' potential for success in further education and the job marketplace. Al-Mekhlafi and Nagaranam (2011) emphasised the vital role of teachers' English language skills as well as their ability to establish a positive learning environment to motivate learners to interact and engage actively in language acquisition. However, there is a lack of research concerning teachers' opinions about teaching English to young learners in Libyan primary schools. The purpose of the current study is to investigate teachers' perspectives on teaching English, their teaching techniques and the challenges they encounter. Building upon the understanding of the teachers' role, in the following section the research focuses on English language teaching (ELT) in Libya as a whole. This provides contextual information in relation to teaching English to young learners in primary schools.

3. ELT in Libya

The significance of the English language globally has led to various countries, including Libya, incorporating English as an essential language in their school curricula. The educational system in Libya has undergone multiple stages of development, particularly concerning the English curriculum (Elabbar, 2017). The practice of teaching English as a foreign language began under British rule in 1946. In the current study, the term 'English FL' refers to a non-native language taught in schools but not commonly used for communication (Crystal, 1997, p. 427). Consequently, students were primarily exposed to English through school-related activities, with little social or institutional value within the community (AL Moghani, 2003).

From the 1970s until the mid-1980s, learning English was a mandatory component of the Libyan national curriculum. However, in 1986, the teaching of English was completely banned due to cultural, political and economic factors which significantly affected the educational system (Sawani, 2009, p. 2). The policy of the Ministry of Education underwent significant changes in the mid-1990s, leading to the reintroduction of English in the Libyan educational system (Najeeb, 2013). English language instruction became compulsory for all Libyan students, starting in elementary school at the age of 11 years and continuing through to university where English was studied as one of the main subjects.

However, there have been discontinuations and changes in the implementation of English language teaching. English was initially taught only in the third grade during the 2005-2006 academic year for a single year before being discontinued again for various reasons. In the following academic year, 2006-2007, English instruction was primarily focused on students in grades 5 and 6 (Mohsen, 2014, p. 59). It is worthy of note that English language teaching in the first grade was reintroduced approximately three years ago by the educational authorities.

The history and evolution of English language teaching in Libya demonstrates the country's recognition of the importance of English as a global language. This understanding, coupled with efforts to enhance educational quality and international communication led to the inclusion of English language instruction in Libyan primary

schools. Understanding the historical context and developments in English language teaching in Libya is crucial when examining teachers' perspectives and the challenges associated with teaching English to young learners in Libyan primary schools. Based on this knowledge, the next section examines the teaching of English in Libyan primary schools, specifically exploring the English for Libya Curriculum.

4. Teaching English in Libyan primary schools: The English for Libya Curriculum

The teaching of the English language in Libyan primary schools has undergone significant transformations in recent years, aligning to enhance the quality of instruction and improve student achievement. One notable transformation is the implementation of the English for Libya Curriculum which provides a comprehensive and consistent framework for teaching English language skills to students in grades one to four. As a teacher who has received training in this new curriculum, I can personally confirm its positive impact on English language teaching and learning in Libyan primary schools.

The English for Libya Curriculum is based on a communicative approach to language teaching which emphasises the practical use of language in real-life situations. To meet the global demand for English language communication, countries have implemented curriculum reforms to enhance the prominence of English language instruction in their educational systems. These reforms aim to equip students with essential skills to effectively use English in various contexts (Orafi, 2022). This encourages students to develop their speaking, listening, reading and writing skills through meaningful communication, supported by a range of teaching strategies and resources including authentic texts, multimedia materials and interactive activities. This approach fosters natural and effective language development, thereby preparing students for real-world communication.

My training experience as a teacher in the English language for Libya Curriculum emphasised the importance of continuous professional development in enhancing the quality of English language instruction in Libyan primary schools. Through ongoing training and support, teachers can expand their knowledge and skills in areas such as lesson planning, classroom management and assessment. This equips them to implement the new curriculum more effectively and provide high-quality English language instruction to their students.

The introduction of English as a compulsory subject in Libyan public schools has provided students with the opportunity to study and improve their language abilities whilst also opening up new avenues for educational advancement. To ensure that all students receive the best possible education when learning English, teachers must employ appropriate instructional methods tailored to each student's specific needs. This includes employing various forms of assessment such as oral presentations, written tests, group activities and projects (Babikir & Alsharif, 2016). Furthermore, integrating technology can prove beneficial in terms of providing visual aids or interactive activities which effectively engage learners (Alkhatib et al., 2019). Additionally, incorporating cultural components into lessons is crucial for students to understand how language functions in their specific context (Mastafa et al., 2017).

Implementing these strategies, along with other effective teaching techniques such as scaffolding and personalised instruction fosters an inclusive environment whereby learners at all levels have access to quality education (Othman & Abou-Elenin, 2020; Tawfik et al., 2021). By employing this approach, teachers can provide relevant learning experiences for all students, regardless of their proficiency level, thereby enabling Libyan public-school students to gain confidence in their speaking, writing, comprehension, reading and listening skills. Over time, this will ultimately enhance their fluency in the English language.

The English curriculum for Libyan primary schools is represented by a series of textbooks called "English for Libya." These textbooks were created by the Garnet Education Company, an ELT publishing company based in the UK, in collaboration with representatives from the national Education Centre in Libya. The English for Libya Curriculum is specifically designed for students in grades one to four and aligns with the Libyan national curriculum, aiming to enhance students' English language abilities enjoyably and engagingly.

The curriculum comprises various games and exercises which target the improvement of students' listening, speaking, reading and writing skills. Smith (2018) suggests that a well-designed curriculum should incorporate a range of activities and exercises which cater to different learning styles. According to the trainers who completed the three-week training course held in Djerba (Tunisia) in 2018, the syllabus is structured into four levels, with each level focusing on specific aspects of language acquisition.

The first level targets grade one students and emphasises the enhancement of their listening and speaking abilities. The second level is designed for grade two students with a focus on reading and writing skills. The third level is intended for grade three students and concentrates on grammar, vocabulary and sentence construction. Lastly, the fourth level caters to grade four students and emphasises advanced grammar, vocabulary and writing abilities. The three-week training programme for trainers was developed to equip them with the necessary skills and knowledge to effectively teach the English for Libya Curriculum. By building upon the analysis of the English for Libya Curriculum, the research in the coming section focuses on exploring teachers' beliefs and their experiences of introducing the English language curriculum in Libyan primary schools.

6. Teachers' beliefs and introducing the English language curriculum in primary schools in Libya

Teachers' beliefs, as defined by Kagan (1992), refer to the tacit and often unconsciously held assumptions that teachers have about students, classrooms and the academic material being taught. Consequently, when implementing foreign language programmes for young learners, it is necessary to consider teachers' perceptions because they form fundamental components of the educational system.

The inclusion of an English language curriculum in Libyan primary schools has been a subject of debate for many years. While some argue that it is a necessity and confers benefits, others express concerns about the potential difficulties young students may face when learning the language. Recent research suggests that teachers' beliefs play a significant role in the successful implementation of English language curricula in primary schools.

Soliman (2013) found that Libyan teachers generally have positive attitudes towards teaching English. However, they encounter various obstacles relating to insufficient resources and limited professional development opportunities within the educational system. Additionally, some teachers express concerns about introducing English to students at an early age, fearing potential difficulties in terms of student engagement with the language. However, these concerns could be alleviated through appropriate teacher training initiatives which focus on developing effective pedagogical practices suitable for younger learners.

Therefore, in order to successfully introduce a new curriculum, it is essential to consider teachers' beliefs and provide support to educators both inside and outside the classroom. Only by addressing these factors can significant progress be achieved in educational institutions.

3. Research design

The aim of the current paper is to elicit primary school teachers' perspectives and attitudes regarding the teaching of English to young learners in Al-Marj, Libya. A qualitative research method was employed to answer the research questions. Creswell (2014) describes qualitative research as "an in-depth exploration of complex phenomena that provides a rich understanding of participants' experiences and perspectives." Therefore, the research can amass comprehensive knowledge regarding the participants' opinions and beliefs about teaching English to young learners using semi-structured interviews as a data-collection technique. Semi-structured interviews were chosen because they afford greater freedom in terms of the questions asked and encourage the participants to expound their answers (Bryman, 2016). The study's focus on teachers' opinions is significant because teachers perform an important role in developing the attitudes of students towards learning English.

3.1 Research questions

In consideration of both the teaching of the English language in Libyan primary schools and the literature cited above, the current study's goal is to answer the following research questions:

Q1. What are the beliefs of primary teachers in Al-Marj regarding teaching English to young learners?

Q2. What are the contextual factors that influence teachers' ideas and beliefs about teaching English to young learners in Libyan primary schools?

3.2 Participants

The findings presented below are derived from interviews which were conducted with three primary school English language teachers who work at the same public school. These teachers were chosen purposefully because they had at least four years of teaching experience. According to Patton (2002), purposeful participant selection is an important aspect of qualitative research. This method involves selecting individuals or groups who have the knowledge required to answer the research questions. Table 1 presents the background details of the teachers who took part in this study. The teachers' names are pseudonyms.

Table 1: Teachers' background information.

Name	Gender	Qualifications	Years teaching English	Teaching level
Maya	Female	BA	8 years	Primary
Farah	Female	BA	7 years	Primary
Dana	Female	BA	4 years	Primary

3.3 Data collection and analysis

As previously mentioned, the research study applies a qualitative research design and semi-structured interviews are a common data collection method when conducting qualitative research because they enable the interviewer to be flexible while ensuring a certain amount of structure and consistency (Braun & Clarke, 2019). Therefore, the current study conducted semi-structured interviews with three teachers. Each teacher was interviewed for approximately thirty minutes. The interviews were conducted in Arabic so that the teachers could express themselves more effectively and confidently. Thus, because the researchers and interviewees (the teachers) speak the same language (Arabic), the researchers believed that the interview would feel unnatural if they chose to speak in another language. All of the interviews were audio-recorded using a MP3 digital voice

recorder, transcribed, translated into English and then thematically examined. Braun and Clarke (2019) state that thematic analysis is a popular tool for revealing patterns or themes in qualitative data. The first step in the analysis process was to become familiar with the data. Then initial codes were created and themes were identified and analysed, before a summary of the findings was produced. Thus, the interview data were examined in light of the stated research questions. The research examined the attitudes expressed by teachers and the various factors that affected these beliefs in the interviews.

4. Findings

After conducting the interviews with the three primary school teachers, it was discovered that their attitudes about teaching English to young learners were influenced by numerous factors. In the following sections, the ideas and beliefs provided by the teachers during the interviews are described.

4.1 Teachers' beliefs regarding the importance of teaching the English language

All three teachers agreed that teaching English to young learners was essential for a variety of reasons. Dana said:

"English is an international language and it is important for our students to learn it so they can communicate with people from other countries."

Farah remarked:

"English language skills are essential for our students' future job prospects."

Maya further emphasised the ability to communicate with the rest of the world.

4.2 Contextual factors

In the current study, although teachers expressed positive views about teaching English language to young learners, they also identified certain contextual factors which restrict teachers' efforts to teach English to young students. These factors include the following:

4.2.1 Large class sizes and a lack of time

The teaching process for young learners was significantly influenced by the number of students in the classroom and the time allocated for English language teaching in Libyan public schools. These factors played a significant role in shaping teachers' perspectives of the instructional approaches. Maya, for example, emphasised the challenges associated with managing large class sizes, stating:

"Teaching a large class of young learners is challenging and it is hard to keep them engaged and interested in the language."

Dalal also shared similar concerns, stating that large class sizes limit the opportunities for students to actively engage in language activities and practice their speaking skills. Furthermore, Fatima highlighted the limited time available for instruction, stating:

"We have limited time to cover the syllabus and this makes it challenging to plan and prepare effective English language lessons."

4.2.2 Pressure from inspectors to complete the syllabus

The interviews with Maya, Dana and Fatima provided insight into the pressures that these teachers experience from inspectors to complete the syllabus in a limited period. Dana emphasised the demanding nature of this stress, saying:

"We are under great pressure from inspectors to wrap up the syllabus, which significantly restricts our ability to provide effective instruction."

Fatima repeated this opinion, focusing on the difficulties caused by time limitations, saying:

"Teaching a class with a lot of young learners is difficult and it becomes even more challenging when we have the additional pressure to rush through the syllabus."

Maya confirmed the impact of this pressure, saying:

"The pressure from inspectors to complete the syllabus hinders our ability to provide high-quality instruction and weakens our efforts to create engaging and interactive English classes."

All of the interviewees agreed regarding the limitations associated with the nature of the inspectors' requirements, emphasising the challenges teachers face in terms of providing successful and comprehensive English language teaching to young students within the time allowed by the syllabus.

4.2.3 Lack of resources, particularly textbooks

In the interviews with Farah, Maya and Dana, a shortage of resources, especially textbooks, appeared to present a significant obstacle which significantly hindered their capacity to successfully teach English to young learners. Dana emphasised her worry, saying:

"We don't have enough textbooks to teach English effectively and this limits our ability to provide quality instruction to our students."

Fatima added:

"A limited number of textbooks hinders our ability to teach English effectively and provide quality instruction."

Maya also addressed the problem caused by the lack of resources, adding:

"Teaching materials are essential for effective instruction and the lack of textbooks restricts our ability to teach English effectively."

Thus, the participants' responses emphasise the lack of resources, particularly textbooks, and the resulting difficulties in terms of providing effective English language teaching to young learners in Libya.

4.2.4 Students' varying levels of English proficiency

During the interviews with Dana, Farah and Maya, the problem of students' differing degrees of English ability arose as a noticeable concern. Acknowledging their students' unique origins and talents, they addressed the difficulties associated with teaching English to young learners of varying levels of competence. Dana said:

"It is difficult to teach English to young learners when they come from different backgrounds and have varying degrees of English proficiency."

4.2.5 Lack of support from parents and the community

Based on the interviews with Maya, Farah and Dana, concerns regarding a lack of support from parents and the community appeared to constitute a major worry that influences the teaching of English to young learners. Dana explained:

"We face difficulties when parents and the community do not actively support English language learning initiatives and programmes."

Farah agreed, stressing the importance of a supportive environment, saying:

"When parents and the community are not engaged in promoting English education, it becomes challenging to establish a conducive learning environment for young learners."

Maya also stressed the need for parental and community support, clarifying:

"Active involvement and understanding from parents and the community are crucial for achieving positive learning outcomes in English education."

5. Discussion

The interviews with teachers in Al-Marj provided a comprehensive understanding of their perspectives regarding teaching English to young learners. The teachers expressed positive attitudes towards early English instruction, believing it could improve students' language learning abilities. However, the study also highlighted the challenges faced by teachers including large class sizes, limited instructional time, a lack of resources (especially textbooks), varying levels of student proficiency, and a lack of support from parents and the community.

Regarding large class sizes and time limitations, the challenges of large class sizes and limited time significantly influence teachers' perspectives on teaching English to young learners. Two of the teachers (Maya and Farah) stated that large class sizes and a lack of time prevent them from preparing valuable lesson plans and keeping students involved in the language. This concurs with the findings of various studies which explored the challenges facing those teaching English to young learners (Blatchford et al., 2002; Hattie, 2005; Pedder, 2006; Harmer, 2000). Blatchford et al. (2007), for instance, examined the impact of class size on instructional practices within the context of primary education, focusing on students aged seven to 11 years. Qualitative insights were

obtained through teachers' end-of-year accounts and case study data with quantitative data derived from systematic observations. The results revealed that smaller class sizes were associated with increased individual attention given to students, a greater level of student engagement and overall improvements in the quality of teaching. Blatchford et al. (2007) suggested that educators, regardless of class size, should cultivate strategies to ensure that students receive individualised attention. However, they also recognised the importance of educators acknowledging the advantages of diverse learning approaches, such as collaborative group work. The management of large classes and the need to allocate sufficient time for English language instruction present significant obstacles to the delivery of engaging and effective lessons. Extensive studies have highlighted the difficulties teachers face in terms of delivering effective instruction in large class contexts (Baines et al., 2003; Hattie, 2012; Blatchford et al., 1998).

Teachers in large classes encounter challenges in terms of providing individual attention and establishing interactive learning environments, particularly for students seated at the back of the classroom (Blatchford et al., 1998). Moreover, a lack of instructional time is a common issue worldwide which limits teachers' ability to deliver comprehensive and effective lessons (OECD, 2018).

Another concern expressed by the teachers in the current study was the pressure applied by inspectors to complete the syllabus within a limited timeframe. This is a factor that has been documented in various educational contexts, not only in Libya. Similar findings have been reported in other countries where teachers perceive this pressure as a challenge that hampers their ability to provide quality instruction (Zhang & Liu, 2014; Menter, 2015). The tension between meeting curriculum requirements and ensuring effective teaching practices is a recurring concern in educational systems.

Zhang & Liu (2014) conducted a study examining the impact of curriculum pressure on teachers' instructional practices in China. Using questionnaires and interviews, the findings revealed that teachers felt compelled to prioritise completing the syllabus within the specified timeframe, often at the expense of applying engaging and interactive teaching methods. This pressure was perceived to constitute a significant obstacle to the provision of quality instruction.

Similarly, Menter (2015) explored the experiences of teachers in the Scottish education system and their perceptions of the pressures associated with curriculum requirements. The study found that teachers felt restricted by time constraints and external demands, including the pressure to complete the syllabus. This pressure was perceived to hinder their ability to implement effective teaching strategies and tailor instruction to meet the individual needs of students.

The tension between meeting curriculum requirements and ensuring quality teaching practices remains a recurrent concern in educational systems. The scarcity of resources, particularly the absence of textbooks, is a widely recognised challenge observed in many developing countries (Kuchah, 2018). Research studies consistently emphasise the lack of textbooks as a significant aspect of this resource scarcity (Hoque, 2009; Hu, 2007; Mathew & Pani, 2009).

Hu (2007), İnal (2009) and Nunan (2003) identified the lack of teaching materials and their inadequate alignment with evolving curriculum standards as factors contributing to this scarcity. These insights provide insight into the challenges faced by educators in terms of acquiring suitable resources which satisfy the dynamic demands of the educational environment. Similarly, Garton et al. (2011) emphasised the importance of both course books and supplementary materials.

Recognising the limitations of relying exclusively on textbooks, it is crucial to acknowledge that teachers require proper training and support to effectively utilise new resources. Without adequate training, teachers may continue to rely on their traditional teaching methods (Nur, 2003).

The presence of students with diverse levels of English proficiency in classrooms presents a challenge for educators in terms of establishing inclusive learning environments and promoting language development (Cummins, 2001; Kong & Pearson, 2003). To address these challenges, differentiated instruction and personalised support have been suggested as effective strategies (Tomlinson & McTighe, 2006). These approaches involve modifying teaching methods, learning materials and evaluation techniques to meet the diverse learning needs of students.

Recognising the linguistic diversity of students including their home languages and cultural backgrounds is crucial for their overall language development and academic success (Cummins, 2001). However, teachers often encounter difficulties when attempting to provide appropriate instruction and support to students with different language backgrounds and levels of proficiency (Kong & Pearson, 2003). These difficulties can hinder effective communication, comprehension and active participation in classroom activities.

To support students who have varying levels of English proficiency, it is important to establish inclusive learning environments that value diversity and encourage collaborative interaction (Echevarria et al., 2008; Salend, 2010). Collaborative learning exercises, peer interaction opportunities and cooperative group work can facilitate language acquisition and meaningful communication among students with diverse levels of English proficiency (Echevarria et al., 2008).

The importance of parental and community support has received significant attention in the academic literature, reflecting its critical role in shaping educational outcomes. Epstein and Sanders (2006) underscore the significance of this support and emphasise its extensive discussion in previous studies. Multiple research endeavours have consistently demonstrated the positive influence of parental involvement and community engagement on student achievement and academic performance. Desforges and Abouchaar's (2003) comprehensive review yielded robust evidence suggesting a strong association between parental involvement and improved academic outcomes. Further corroborating this notion, Jeynes (2012) noted the beneficial effects of parental involvement across various academic domains.

6. Conclusion and recommendations

The findings of the current study contribute to the existing body of knowledge regarding the challenges faced by teachers in various educational settings including large class sizes, limited instructional time, resource constraints, varying student proficiency levels, and insufficient support from parents and the community. These challenges extend beyond Libyan public schools. To effectively address these issues, a comprehensive approach is necessary which involves policy adjustments, resource allocation, professional development opportunities for teachers, and active engagement by the community. By recognising and tackling these challenges, policymakers and educators can strive to cultivate an educational environment that promotes effective English language instruction and enriches the learning experiences of young students in Libya and beyond.

Based on the conclusions drawn from the current study, the following recommendations are proposed:

1. Policy changes: Policymakers should consider implementing changes in Libyan public schools to address the challenges encountered by teachers. This may involve reducing class sizes, allocating additional resources for English language education, and providing guidelines and support for curriculum implementation.

2. Resource allocation: It is crucial to provide adequate resources including textbooks, teaching materials and technology to support effective English language teaching in schools. Additional funding should be allocated to ensure that schools have the necessary tools and materials to create engaging and interactive learning environments.

3. Teacher professional development: Ongoing professional development opportunities should be made available to teachers, focusing on English language teaching methodologies, classroom management strategies and effective assessment techniques. Training programmes should be tailored to address the specific needs of teachers working with young learners in the Libyan context.

4. Community engagement: Creating a supportive learning environment requires the active involvement of parents and the community. Schools should establish partnerships with parents, involving them in their children's English language education and providing resources and guidance for home-based language learning activities. Community engagement should also include organising events, workshops and language learning opportunities outside of the classroom.

5. Collaboration and knowledge sharing: Encouraging collaboration among teachers, schools and educational institutions is essential to share details of best practice and innovative teaching approaches. Establishing networks and platforms for teachers to exchange ideas and experiences will contribute to the continuous improvement of English language education in Libyan primary schools.

By implementing these recommendations, policymakers and educators can work together to create an environment that addresses the challenges faced by teachers, supports effective English language teaching and enhances the learning experiences of young learners in Libyan primary schools and beyond.

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