



Reasons behind the Weaknesses in Learning English among Students at the Faculty of Technical Sciences in Derna, Libya

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Abstract

English proficiency is a crucial tool for acquiring knowledge, but it has been observed that Libyan students often struggle with the language. They may have not been able to communicate or perform well in writing or speaking, even with basic vocabulary and sentences. This study aimed to understand the reasons behind the weakness of students in learning English at the Faculty of Technical Sciences in Derna, Libya. Noticed that language competency of English language is low among students. A survey with 50 statements was distributed, covering five dimensions: reasons related to the student, reasons related to the teacher, reasons related to the environment, reasons related to the curriculum, and reasons related to teaching methods. The sample included 140 male and female students in the early stages of their studies, across all majors at the college. The data was analysed using the SPSS program. The results indicated that average performance in teaching English as a foreign language was impacted by reasons related to the environment, curriculum, and teaching methods, while the greatest concentration appeared for reasons related to the teacher and the student. The results also showed the reasons related to the students and teachers have significant statistical differences which means that these reasons have a big influence on the students' performance. Whereas, other rationales that belong to educational methods, curriculum and environment do not have any significant statistical differences.

Keywords: English as a Second Language (ESL), English as Foreign Learners (EFL), Students' Weaknesses, Faculty of Technical Sciences (Derna, Libya).



Introduction

The teaching of foreign languages, like every other discipline in the social sciences and humanities, has been influenced by educational theories such as functionalism, behaviorism and cognitivism. To find more effective ways to teach language, experts have developed a variety of approaches and methods. English as a second language or as a foreign language (ESL, EFL), respectively, has become the world's most taught and learned language (McKay and Brown, 2016). The number of English language learners is steadily increasing, necessitating more resources (Garlick, 2016). The learners need to know the prosody of the second language, including intonation, pronunciation, pitch, and stress, to extract meaning in the English language (Ockey & French, 2014).

Nonetheless, learning English as a second language is not gaining a firm foothold in several parts of the modern world. Nyugen (2017) argued that inequalities in cultural backgrounds and social circumstances are to blame for learners' poor English skills. Cultural environments and social contexts have affected the shortcomings of students (Weide & Branko, 2018, Ghenghesh, 2015). The following are some of the elements that influence EFL learners' poor performance in English language learning: English is thought to be a tough subject to master.

Some students depend on English professors as authorities. In both the home and the community, there is a lack of encouragement to use English. Because there are few opportunities to use English outside of the classroom, learners receive minimal or no exposure to the language. Students' vocabulary proficiency is limited, and English reading materials are not always available. They are less motivated and unable to participate in class effectively due to their low English proficiency level and background. These factors, combined with a lack of motivation and interest in learning English, can lead to an insufficient desire to do so. Additionally, issues with the teacher, educational and home environment, study methods, and curriculum can also affect a student's ability to learn English. Grammar and comprehension instruction dominated English Language Teaching (ELT) in Libya in the 1980s, employing oral exercises, reading aloud, and memorization techniques, and relying heavily on Arabic to translate between languages (Orafi and Borg 2009).

The English language has become the primary medium used in international communication for a number of purposes. The English language is the most studied, spoken, and read foreign language in the world. This is because it is the



most commonly used language in education, communication, technology, science, and entertainment (Matsuda, 2017).

Fluency in a foreign language can be a little difficult for learners who are already in their country and taught by non-Indigenous speakers. This study is the first of its kind at the college, targeting students to improve their levels of proficiency in learning foreign languages in the advanced stages of their studies. It aims to investigate the most important factors that contributed to English learning weaknesses among first-semester students enrolled in scientific departments at the Faculty of Technical Sciences, Derna, with English being a compulsory subject for all students in the faculty during the first semester. Many students at the Faculty of Technical Sciences in Derna struggle with basic English skills, such as writing their names and using correct spelling, punctuation, subject-verb agreement, tenses, articles, and capitalization (Hamed. M.2019).

Literature Review

Although English instruction begins in elementary schools, student proficiency remains low. A series of recent studies have indicated that learning a foreign language depends on many factors affecting a student's capabilities to master such a language, which include teachers, curriculum, educational methods, the environment, and the students themselves. Both Almezghwi (2016) and Alkaff (2013) conducted studies to find out the attitudes of learners towards learning English. They stated that students had a strong belief in the methods used by teachers to help them learn more effectively. Alshibany (2018) offered perceptions and suggestions regarding the necessary future education and what chances and resources should be made available to teachers to support their ongoing professional development in Libya. Bania and Ulfa (2019) and Al-Qahtani (2018) recently conducted other studies. They cited the teacher, family, and environment as the three most important motivators. They explained that if the learners had gotten good support from both teacher and family and studied in a convenient place, they certainly would have improved their performance. In this tendency, Huda (2017) conducted a study to investigate Indonesian EFL teachers' beliefs regarding the use of authentic materials at the junior high school level. The findings indicated that most of the teachers had positive attitudes towards the employment of real materials that enhanced and developed their language skills. Iscan (2017), who argued that films were deemed worthy tools for teaching English, supports this view. Throughout his research, he found that using films as a teaching aid could not only help in learning the target language, but it also offered



a chance to learn new vocabulary and phrases. However, according to Alsohbani, Y. (2019), teaching English by non-specialist teachers is the primary cause of their weaknesses. He argued that families did not encourage the students to learn a new language. In addition, the absence of educational tools negatively affected students' understanding.

Although English instruction begins in elementary school, student proficiency remains low. This may be due to a variety of factors, including the teacher, curriculum, educational methods, and the environment. Studies by Almezghwi (2016) and Alkaff (2013) found that students had strong beliefs in the methods used by teachers to help them learn more effectively. Bania and Ulfa (2019) and Al-Qahtani (2018) found that the teacher, family, and environment were the three most important motivators for learning English. Mohsen (2014) reported the language teaching tools in the classroom are crucial to the process and can be a great resource for both the teacher and the student. Simply put, some cards, posters, and bulletins can teach the kids some aspects of the language and its native country. Computers can be an excessive amount of aid in the classroom; some supplemental CDs could be played so that each student could have their own headphone to directly hear the sounds. Huda (2017) found that most teachers had positive attitudes towards using authentic materials to enhance students' language skills. Iscan (2017) found that using films as a teaching aid could help students learn the target language and acquire new vocabulary and phrases. However, Alsohbani (2019) argued that the lack of specialist teachers and a lack of educational resources negatively influenced students' understanding of English. Hussein (2018) reported the accomplishment of goals necessitates a change in the curriculum type and teaching methodology in the Libyan environment. Additionally, they advocate moving Libya's educational institutions into a dynamic environment where students actively participate in the creation of knowledge and meaning.

Research Issue

Foreign language is more important now than ever before in our lives, and society should encourage learners to learn it because it is the wave of the future. This study aims to investigate the reasons for poor performance in a foreign language, help learners improve their English as a foreign language, and provide strategies to address this issue. The Faculty of Technical Sciences is located in Darna, Libya, where the number of English-speaking foreigners is low. According



to Hindi (2012), one reason for poor performance may be a “lack of intrinsic motivation for learning and speaking English” (p. 22).

This study aims to change the status quo by expanding the scope of the study and focusing on learners. The paper investigates the reasons for students' poor English performance and offers potential solutions for this problem.

Aim of the Study

This study aims to identify the reasons behind the learners' weaknesses in learning the English language amongst the first classes at the college of technical sciences. It also aims to find any statically significant differences at 5% between the mean of each reason and the mean of all the reasons that affected the students' weaknesses in the faculty of technical sciences.

Research question

The research questions addressed in this study are:

1. What are the reasons for the weaknesses in English language skills among students at the Faculty of Technical Sciences in Derna?
2. Are there any statistically significant differences at 5% between the mean of each reason and the mean of all the reasons that affected the students' weaknesses in the faculty of technical sciences?

Research hypotheses:

H0 There are no statistically significant differences at 5% between the mean of each reason and the mean of all the reasons that affected the students' weaknesses in the faculty of technical sciences.

H1. There are statically significant differences at 5% between the mean of each reason and the mean of all the reasons that affected the students' weaknesses in the faculty of technical sciences.

Significant of the Study:

The English language is considered the first global language that contributes to learners' scientific and practical progress. Its importance has increased because it facilitates communication worldwide. Furthermore, it has become the official language in organizations and research centers and is recognized as a means of education and research in many fields, such as technical, industrial, and applied ones. For all these reasons, it is important for everyone to learn and master English. Therefore, researching students' weaknesses in learning English may help identify solutions to these problems and reduce them in the future.



Methodology

Research Design

This study used a quantitative approach. Creswell (2007) argued that “the quantitative data and their subsequent analysis provide a general understanding of the research problem”. It employs a descriptive analytical method, which aims to describe phenomena and understand their origins in order to address the problem at hand and achieve the study's objectives. The choice of the early stage's students across all majors at the college; and exploring their challenges in this respect may help in dealing with them as early as possible in their study. The data gained from the students' questionnaire was analysed by using SPSS program. This method involves understanding the processes and phenomena necessary to derive activities from micro-scientific processes and explain variations between studies based on specific characteristics (Leedy & Ormrod 2001).

The Study Sample

The study was carried out at the Technical Sciences Faculty in Derna, Libya, during the spring 2021–2022 academic year. The students at this college were chosen as the sample to achieve a certain goal in this study. One hundred and forty students were randomly selected (95 males and 45 females). Their ages ranged from 18 to 19. English was taught as a compulsory subject during the first semester. The reason for simple random sampling is that there is an equal chance of selection from among the population. The sample was based on random sampling tables; the Krejcie and Morgan table was chosen to show the required sample size for the research community. According to Creswell (2008), "the intent of simple random sampling is to choose individuals to be sampled who will be representative of the population." "Any bias in population will be equally distributed among the people chosen." The participants were distributed as follows: 36 students from the Civil and Architectural Engineering Department, 48 from the Electrical and Mechanical Engineering Department, 36 from the Computer Department, and 20 from the Administrative Professions Department. All of the participants were Libyan students, and their first language is Arabic, as illustrated in Table 1.



Table 1 :The participants

Variable		Number	Percentage
Gender	Male	95	67%
	Female	45	32%
Certificate	Public secondary school	30	21%
	Private secondary school	59	42%
	Private Institute	5	3%
Departments	Civil and Architectural Engineering	36	50%
	Computer	36	50%
	Electrical and Mechanical Engineering	48	34%
	Administrative Professions	20	14%

Data Collection Instrument

This study used a questionnaire to collect data and address the research questions. The questionnaire was designed to be easily compiled, sorted, displayed, and analyzed. It contained two sections. The first section asked for demographic information such as gender and term of study. The second section contained 50 statements about the reasons for weaknesses in learning English in EFL classrooms, rated on a 5-point Likert scale from 'never' to 'always'. The questionnaire was divided into five dimensions related to factors that may affect student performance: the students themselves, teachers, educational methods, curriculum, and the environment. It was distributed to 140 students at the Faculty of Technical Sciences in Derna.

Reliability

When evaluating the quality of a test, stability is an important consideration. It reflects the precision of the measurement process (Campos et al., 2017). A pilot study was conducted with 80 students from the first semester at the Faculty of Technical Sciences. The data was analyzed using the SPSS program. To determine the stability of the questionnaire, the internal consistency coefficient (Cronbach's alpha) was tested. The results, shown in Table 2, indicated that the scale had a high level of internal consistency, ranging from 0.81 to 0.90. This suggests that the scale is reliable and measures what it is intended to measure. To further ensure the stability of the questionnaire, the Cronbach's alpha equation was used. As shown in Table 2, the results of the test for each group of reasons are as follows:



Table 2: The values of the Reliability study

Appendix	Dimensions	Percent
1	Reasons related to the student	0.87
2	Reasons related to the teacher	00.9
3	Reasons related to the environment	0.81
4	Reasons related to educational methods	0.87
5	Reasons related to the curriculum:	0.90
6	The scale as whole	0.95

Validity

To determine the apparent validity of the questionnaire, it was reviewed by an experienced specialist in research. They suggested using a negative coding scale on the Likert scale and the intensity of the answer scale. The dimensions of the questionnaire included negative practices, so the negative coding scale was used to measure these practices and their impact on academic achievement. The intensity of the answer scale was based on the students' responses to the questionnaire. Since the questionnaire was focused on negative practices, a Likert scale with negative coding was used, as shown in Table 3.

Table 3: The length of the cell to measure the study according to the Likert scale and the degree of practice

Average Range	Category in the Likert scale	Weighted Average	Evaluation in comments on outcomes
1to less than 1.80	Never	5	Too high
1.80 to less than 2.60	Rarely	4	High
2.60 to less than 3.40	Sometimes	3	Medium
3.40 to less than 4.20	Often	2	Weak
3.40 -to less than 4.20	Always	1	Very weak

Data Analysis

The SPSS program was used to analyze the data in this study. Descriptive statistics were used to answer the research questions. The researchers applied various statistical methods to the data collected through the survey in order to



achieve the study's objectives. The questionnaire was reviewed, collected, and coded for analysis based on a 5-point Likert scale. As shown in Table 4:

Table 4: Responses of the participants about the weaknesses in learning English

Table (4) All reasons	N	Mean	Std. Deviation	Std.Error Mean	Evaluation in comments on outcomes
Reasons related to the student	140	3.1714	.75391	.06372	Medium
Reasons related to the teacher	140	3.4557	.86393	.07302	Weak
Reasons related to the environment	140	2.9757	.75091	.06346	Medium
Reasons related to educational methods	140	2.9457	.82177	.06945	Medium
Reasons related to the curriculum:	140	2.9757	.87399	.07387	Medium
The Scale as a whole	140	3.1049	.60549	.05117	Medium

Results and Discussions

Other studies have found that large class sizes, low English proficiency among students, and the pressure to complete the EFL curriculum within a set time frame, regardless of students' proficiency, can lead to difficulties in learning English. In this study, most of the participants' responses about the reasons for their weakness in English were rated as medium in intensity, with a range of 2.94-3.45. The results from the special table showed that, based on the arithmetic averages and standard deviations, the main reasons for students' weaknesses in English were of medium to weak influence. Most of these reasons were rated as medium in intensity. The average influence on the reasons for students' weaknesses came from the teacher and the students themselves, as indicated by the arithmetic averages and standard deviations calculated for each reason separately.

Reasons related to the student

An average of 3.17 of the College of Technical Sciences students in the sample agree that there are reasons related to the student that led to their weakness in English as a foreign language. Hence, this reason affects language learning because the students did not make all effort to teach the foreign language and did not realize the importance of the language in the future. It was found from the results shown in Table 5 that most of the averages and standard deviations related to the student were medium. (Neither practicing language nor participating in discussions with other students in the classroom) was in the first place, while (the



bad handwriting of the student and writing the words in the wrong way) was in the last place according to the mean.

Table 5: Descriptive Statistics

Reasons related to the student	N	Mean	Std. Deviation	Level of practice
1. Neither practising language nor participating in discussions with other students in the classroom.	140	2.8143	1.39158	Medium
2. Difficulties in learning English inside the classroom.	140	2.8786	1.42671	Medium
3. The student does not respond during the lesson and he /she prefers to be inactive.	140	3.0929	1.39318	Medium
4. laziness and randomness to do the Homework.	140	3.0929	1.19288	Medium
5. The student does not make any effort for the material in the achievement of skills and knowledge.	140	3.1857	1.22672	Medium
6. The student does not memorise new words.	140	3.1857	1.31174	Medium
7. The student's lack of awareness of the letters and the correct pronunciation of them.	140	3.3214	1.51381	Medium
8. The student's do not pay attention, focus and are busy with other lessons.	140	3.3214	1.21896	Medium
9. The bad handwriting of the student, and writing the words in a wrong way.	140	3.3929	1.44290	Medium
10. Students do not realise the importance of the English language.	140	3.4286	1.30931	Weak
Measure as a whole		3.1714		Medium

Reasons related to the teacher

With an average of 3.45, the students in the College of Science and Technology agree that the reasons related to the teacher are weak and do not affect their learning of English. Contrary to some studies that show a relationship between a teacher's teaching style and students' success in learning English, Mutlu (2017) found that many primary school teachers lack sufficient English proficiency and training to teach it effectively, leading to low confidence in their subject knowledge.

Thus, the results of the research showed that the teacher is not influential in the process of poor students' performance in learning language. It was found from the results contained in Table 6 that most of the averages and standard deviations related to the teacher were weak. According to the means, the teacher does not use any vocal rhythms or melody in reading material to fix information for the student in the first rank with a medium level, while the teacher's cruelty and the student's refusal to accept the material are in the last rank with a weak level.



Table 6: Descriptive Statistics table

Reasons related to the teacher	N	Mean	Std. Deviation	Level of practice
11. Teacher does not use any vocal rhythms and melody in reading material to fixture information for the student	140	3.2071	1.52908	Medium
12. Teachers' leniency as students pass the exam in the final semester.	140	3.2143	1.39261	Medium
13. The student's desire doesn't motivate the teacher to give them a lot of information.	140	3.2143	1.39261	Medium
14. Teachers' low salary does not encourage them to do their best.	140	3.2571	1.51430	Medium
15. Teacher does not motivate the student in the classroom.	140	3.3357	1.40713	Medium
16. The teacher does not have enough experience and skill for asking questions.	140	3.4857	1.34371	Weak
17. The teacher does not use suitable tests.	140	3.5714	1.45009	Weak
18. The teacher does not improve the classroom management.	140	3.7357	1.32823	Weak
19. English is taught by non-specialist teachers.	140	3.7643	1.35504	Weak
20. The teacher's cruelty and the student does not accept the material. (The English language)	140	3.7714	1.32677	Weak
Measure as a whole		3.4557		Weak

Reasons related to the environment

An average of 2.97 of the College of Technical Sciences students' sample agrees that environmental reasons have a direct relationship with their poor performance in English as a foreign language. Students' attitudes may be similar because they belong to the same society and educational environment. The table showed the results in Table 7 for displaying the averages and standard deviations related to the teacher; most of them were medium. According to the order of standard deviation, (students' feelings of fear and loss of safety affect their ability to achieve what is required of them at the required level) ranks first at a mean level, while (the spread of the phenomenon of violence in the school that results in an unsuitable environment) ranks last at a medium level.



Table 7: Descriptive Statistics

Reasons related to the environment	N	Mean	Std. Deviation	Level of practice
21. Students' feeling of fear and loss of safety affects them to achieve what is requested of them at the required level.	140	2.7214	1.36802	Medium
22. Student spends his /her time with electronic games (mobile devices)	140	2.7429	1.53319	Medium
23. lack of help for the student's external environment to teach easier language and lack of posters and banners.	140	2.8071	1.44390	Medium
24. There are large numbers of students in the classroom.	140	2.8571	1.46209	Medium
25. No focus on activities that help the student to learn the language in the correct way.	140	2.9286	1.52033	Medium
26. There're not any training centres to facilitate English language learning.	140	3.0000	1.56858	Medium
27. There is not any encouragement from friends and family to use words and sentences in daily life.	140	3.0071	1.62045	Medium
28. The spread of the phenomenon of violence in the school resulted in an unsuitable environment.	140	3.0786	1.43976	Medium
29. The student is occupied with the media and that does not serve the educational process.	140	3.2357	1.47697	Medium
30. The students' lack of comfort in the classroom.	140	3.3786	1.50523	Medium
Measure as a whole		2.975		Medium

Reasons related to educational methods

An average of 2.94 of the College of Technical Sciences students' sample agree that the reasons related to teaching methods have an impact on their learning of the English language, which leads to their weakness in the language by using the old methods and moving away from the modern methods of teaching the English language. Table 8 displaying the averages and standard deviations related to the teacher showed that most of them were medium. The curriculum is delivered in a traditional manner in the first rank at a medium level, while students do not watch foreign television. According to the order of standard deviation, movies to improve the English language rank last, with a medium level.



Table 8: Descriptive statistic

Reasons related to educational methods	N	Mean	Std. Deviation	Level of practice
31. The curriculum is offered in a traditional way.	140	2.7286	1.43864	Medium
32. The speed of the tape does not suitable with the capacity's student	140	2.7786	1.35746	Medium
33. There are no ways to desire and teach the language.	140	2.7857	1.51627	Medium
34. There are no publishing centres and programs ready to facilitate the process of learning English.	140	2.8357	1.43246	Medium
35. Students do not use the dictionary to learn the English language.	140	2.8500	1.53109	Medium
36. There is not a laboratory to help the student to learn the English language.	140	2.9500	1.46088	Medium
37. English exams are only written and they are difficult.	140	2.9857	1.42932	Medium
38. Students do not have tapes which help them to learn the English language in the classroom	140	3.0429	1.54488	Medium
39. Students do not have the desire to browse and read English novels and stories.	140	3.1286	1.47810	Medium
40. Students do not watch foreign movies to improve the English language	140	3.3714	1.47567	Medium
Measure as a whole		2.945		Medium

Reasons related to the curriculum

An average of 2.97 of the College of Technical Sciences students' sample agrees that the reasons related to the curriculum have a direct role in their poor performance in the English language. It may be because the information available in the syllabus has nothing to do with the reality of the students. In the table 9 showing the averages and standard deviations, most of them were medium. (Some lessons in the curriculum are long and boring for a student.) According to the order of standard deviation, the first rank is at a mean level, while the last rank is at a medium level.



Table 9: Descriptive statistic

Reasons related to the curriculum	N	Mean	Std. Deviation	Level of practice
41. Some lessons are long and boring for a student in the curriculum.	140	2.6643	1.33363	Medium
42. Students do not use all the skills (reading, writing, listening, speaking) that are in the curriculum.	140	2.6786	1.44575	Medium
43. The curriculum does not develop to keep pace with reality.	140	2.7571	1.45865	Medium
44. Ignoring the teamwork in the curriculum that may help students to learn the English language in a better and faster way.	140	2.7929	1.41165	Medium
45. There are no images, posters, and models, which help students to understand and save words quickly.	140	2.9714	1.58656	Medium
46. There is not any development methodological plan at the student level.	140	3.0214	1.48114	Medium
47. The curriculum depends on the writing part and neglect of the oral part	140	3.0357	1.41121	Medium
48. There are not enough questions to understand every lesson.	140	3.2143	1.48269	Medium
49. The method of arrangement and preparation of the curriculum is not suitable to help students to understand the English language.	140	3.2357	1.39171	Medium
50. Misprint of the curriculum.	140	3.3857	1.33888	Medium
Measure as a whole		2.9104		Medium

T- Test Hypothesis:

Table 10 shows the calculated value T for all reasons together and for every reason separately. If the probability value is less than 5%, this indicates the existence of a statistically significant difference or differences. However, if the probability value is greater than 5%, there are no statistically significant differences.



Table10: One-Sample test

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Reasons related to the student	2.690	139	.008	.17143	.0454	.2974
Reasons related to the teacher	6.241	139	.000	.45571	.3114	.6001
Reasons related to the environment	-.383-	139	.703	-.02429-	-.1498-	.1012
Reasons related to educational methods	-.782-	139	.436	-.05429-	-.1916-	.0830
Reasons related to the curriculum	-.329-	139	.743	-.02429-	-.1703-	.1218
Measure as a whole	2.049	139	.042	.10486	.0037	.2060

Table 10 shows that the calculated T value for all the reasons is 2.049, with a degree of freedom of 139 and a SIG-(2-tailed) value of 0.042. This means that we can reject the null hypothesis (H0) and accept the alternative hypothesis (H1), indicating that there are statistically significant differences between all the reasons and the general average of the study sample.

Reasons related to the student:

Table 10 shows the calculated T value for the reasons related to students, where T = 2.690, the degree of freedom DF = 139, and the value of Sig-(2-tailed) = 0.008. According to the table, the value of sig (2-tailed) is less than the value of alpha (α) = 0.05, so we reject the null hypothesis (H0) and accept the alternative hypothesis (H1), indicating that there are statistically significant differences between the reasons related to the student and the overall average of the study sample.

Reasons related to the teacher:

Table 10 shows the calculated T value for the reasons related to the teacher, where T = 6.241, the degree of freedom DF = 139, and the value of Sig-(2-tailed) = 0.000. The table shows that the value of sig (2-tailed) is less than the value of alpha (α) = 0.05, so we reject the null hypothesis (H0) and accept the alternative hypothesis (H1), indicating that there are statistically significant differences between the reasons related to the teacher and the overall average of the study sample.



Reasons related to the environment:

Table 10 shows the calculated T value for the reasons related to the environment, where $T = 0.383$, the degree of freedom $DF = 139$, and the value of $\text{Sig-(2-tailed)} = 0.703$. The table shows that the value of sig (2-tailed) is greater than the value of alpha (α) = 0.05, so we reject the alternative hypothesis H_1 , and taking the null hypothesis H_0 , indicating that there are not statistically significant differences between the reasons related to the environment and the overall average of the study sample.

Reasons related to educational methods:

Table 10 shows the calculated T value for the reasons related to the curriculum, where $T = 0.782$, the degree of freedom $DF = 139$, and the value of $\text{Sig-(2-tailed)} = 0.435$. The table shows that the value of sig (2-tailed) is greater than the value of alpha (α) = 0.05, so we reject the alternative hypothesis H_1 , and taking the null hypothesis H_0 , indicating that there are not statistically significant differences between the reasons related to the curriculum and the overall average of the study sample.

Reasons related to the curriculum:

Table 10 shows the calculated T value for the reasons related to the environment, where $T = 0.329$, the degree of freedom $DF = 139$, and the value of $\text{Sig-(2-tailed)} = 0.743$. The table shows that the value of sig (2-tailed) is greater than the value of alpha (α) = 0.05, so we reject the alternative hypothesis H_1 , and taking the null hypothesis H_0 , indicating that there are not statistically significant differences between the reasons related to the environment and the overall average of the study sample.

Discussion:

The purpose of this study was to examine the reasons for Libyan students' difficulties in learning English at the Higher Technical Institute. The results of the study indicate that there are several factors that contribute to the weaknesses of these students in learning English, including personal factors related to the students themselves, factors related to the teachers and the teaching methods, factors related to the learning environment, and factors related to the curriculum.\

- One of the main reasons identified in the study was the lack of awareness among students about the importance of learning English, which can negatively affect their performance. This finding differs from the results of a previous study



by Almezghwi (2016), in which students believed that English was the most important subject and had a strong interest in learning it.

- Another reason identified in the study was the negative behavior of some teachers, which can make students reluctant to learn English. This finding is supported by the work of Almezghwi (2016) and Alkaff (2013), who found that the way in which English is taught can either be helpful or a hindrance to student learning.

- The study also found that the large class sizes and lack of comfortable learning environments could make it difficult for students to concentrate and follow their teachers, which can affect their ability to learn English. This finding is consistent with the work of Bania and Ulfa (2019), who found that a positive home and classroom environment, as well as good facilities, could motivate students to do their best to improve their English.

- Additionally, the study found that the use of inadequate educational methods, such as the lack of exposure to foreign films, could hinder student learning. Iscan (2017), who argued that using films in the teaching of a foreign language could provide students with opportunities to learn new words, terminology, and phrases, and to practice the language through discussions, supports this finding.

- Finally, the study found that typographical errors in printed materials can make it difficult for students to study English effectively and can create obstacles to learning. This finding is supported by Alsohbani (2019) and Huda (2017), who found that poor curriculum materials, such as printed sheets, could be difficult to read and understand, rather than being motivating for learners. According to hypothesis test results, the reasons related to the students and teachers have significant statistical differences, which means that these reasons have a big influence on the students' performance. Whereas other rationales that belong to educational methods, curriculum, and environment do not have any significant statistical differences.

This study aimed to identify the reasons for the weakness in English language learning among Libyan students at the Higher Technical Institute. The results showed that the most significant reasons were related to the students and teachers. The students' reasons included a lack of awareness of the importance of learning English and the teachers' reasons included unacceptable treatment of students, which negatively influenced the teaching-learning process. The reasons



related to the environment, educational methods, and curriculum were not significant in affecting the students' performance.

These findings suggest that students may benefit from more support and assistance from their teachers and families, and that higher education institutions should prioritize creating a comfortable environment and providing appropriate materials for learning. It is worth noting that the results of this study may not be generalizable to other contexts or populations, as the specific cultural and educational context of the Higher Technical Institute in Libya may have influenced the results. Further research is needed to confirm and expand upon these findings.

Conclusion and Recommendations

This study was aimed at understanding the reasons for students' weakness in learning English at the Faculty of Technical Sciences in Derna, Libya. The results of the research showed that the reasons for the weak level of students at the Faculty of Technical Sciences were found to be divided into five categories: students, environment, educational methods, the curriculum, and the teacher. English language learners' shortcomings were primarily caused by both teachers and students, followed by the lack of support from family and society, the lack of teaching resources, and students' negative views towards English. We were not practicing the language and were not participating in discussions with other students in the classroom. The student made no effort to learn the material in order to achieve skills and knowledge.

Additionally, the reasons related to the teacher, who plays a crucial role in the learning of the English language, making it easier for students to learn the language. According to Abdolmalek (2009), the family with its numerous members and troubles, as well as the requirement for child labour, are blamed for the failure and general weakness of students in the majority of school topics. Other factors that contribute to students' overall academic performance include professors and how they interact with students, late-arriving textbooks, packed classes, and difficult tests.

Finally, it is important for teachers to continue their professional development in order to stay current on best practices in teaching English as a second language. This could include participating in workshops, attending conferences, or earning additional certifications. In conclusion, the weak level of students at the Faculty of



Technical Sciences was found to be caused by a variety of factors, including the students themselves, the learning environment, the teaching methods, the curriculum, and the teacher. By addressing these issues and implementing the recommendations, it is possible to improve the success and proficiency of English language learners at the Faculty of Technical Sciences.

Limitations of the Study:

The study was completed and applied in the academic year 2021/2022, it is intended for students who have studied at the Faculty of Technical Sciences in Derna, Libya. The study also limited to the sample for the study which is 140 instruments employed to gather the data namely; A questionnaire for the students. It's recommended to expand the study to include more participants from other collage and used other methods such as interviews or observations to find other solutions to help students to learn the English language.

Recommendations

Based on these results, it is advised that teachers and students be considered as the first and most significant elements that positively or negatively influence the success or failure of Libyan English language learners. The teaching of English would be more effective if the following recommendations were implemented:

- Encourage students to use a dictionary to search for words, their meanings, and ways of using and pronouncing them.
- Reduce the number of students in each semester to make it easier for teachers to follow up, review, and evaluate student performance, and pay attention to the editorial work in terms of quantity and quality. Large class sizes make it difficult for teachers to hold students accountable when they do not meet expectations, and they may not have enough time to address the needs of all students.
- Help students improve their calligraphy skills through intensive exercises that focus on the movement of the hand from left to right and the unique forms of different letters. Follow-up is necessary, and the teacher's responsibility is to help the student write letters in a correct manner.
- Avoid boring routines and try to use a variety of methods and means. Follow up on students' work on worksheets and homework, and assign activities that contribute to their progress in different skills.



- Activate the role of the English language inside the school by organizing the participation of students in the school radio and creating wall posters.
- Make learning meaningful by connecting the curriculum to the students' lives. This can be done through real-world examples, personal connections, and by incorporating students' interests and experiences into the lessons.
- Provide additional resources and support for students who are struggling in the class. This could include extra help sessions, tutoring, or even just additional time and attention from the teacher.
- Ensure that the curriculum is up-to-date and relevant to the students' needs and interests. This may involve reviewing and updating the materials used in the class, as well as incorporating new technologies and teaching methods.
- Encourage students to participate in extracurricular activities that involve the English language, such as language clubs or exchange programs. These opportunities can provide additional practice and immersion in the language.



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