

An Analysis of EFL Teaching Difficulties Faced by English Language Trainers at the Languages Center at Sebha University

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Abstract:

The aim of the present study is to describe EFL teaching difficulties faced by the English Language trainers at the Languages Center at Sebha University. It examines the challenges of teaching listening, reading, speaking, writing and grammar. The trainers' assessment of these challenges is estimated through many instructional practices such as designing objectives, technology and authentic resources, skills assessment and integration, lesson structure, student motivation, and more.

Breaking down these challenges will help strategy producers, managers, educators, and authorities at the Ministry of Higher Education comprehend the connection between understudies' achievements in learning EFL and instructing procedures. It is expected to help EFL instructor readiness projects to keep a zeroed in eye on those challenges and arising difficulties that may incredibly affect TEFL results in the country. The examination focuses on the significance of guaranteeing that all around prepared EFL educators ought to be accessible and made mindful of any troubles that may impede learning the objective language .

Moreover, this research paper provides a number of highly recommended strategies and viable solutions that can be formulated to overcome EFL teaching difficulties.

Key words: EFL Trainers, Grammar, listening, reading, speaking, teachingdifficulties, writing.

Introduction:

As in numerous pieces of the world, classes for English as an unknown dialect (EFL) at Libyan colleges have encountered sensational expansions in rookie understudy enlistments. For instance, twenty years prior, the pre-clinical division for ladies at the College of Languages and Translation (COLT), had 400 female understudies and 24 educators, a large portion of whom were local English speakers. In spring 2005, the quantity of enrollees went up to 400, with 65 to 74 understudies for every segment. Sadly, the current educators' status, particularly at ladies' specialties, instructive assets, and techniques for educating don't oblige theinformative interest of EFL use in the country Teaching English as a foreign language has always been a problem at all levels of education in Libya from elementary to upper classes. What could be the reasons forthe failure in the Languages Center at Sebha University? Is the curriculum effective? Are goals perfectly designed and met? To

what extent have the goals led to desired outcomes?

Exploration center inquiry

This investigation means to address a two-overlap question: what are the challenges of instructing EFL dependent on the view of EFL trainers at the Languages Center at Sebha University, and what are the potential answers for these troubles?

The accompanying examination addresses will be routed to explain implications and arrive at clear discoveries :

- What do EFL trainers of the Languages Center at Sebha University perceive to be the difficulties of teaching listening skills?
- What do EFL trainers of the Languages Center at Sebha University perceive to be the difficulties of teaching speaking skills?
- What do EFL trainers of the Languages Center at Sebha University perceive to be the difficulties of teaching reading skills?
- What do EFL trainers of the Languages Center at Sebha University perceive to be the difficulties of teaching writing skills?
- What do EFL trainers of the Languages Center at Sebha University perceive to be the difficulties of teaching grammar?
- From the researcher's perspective, what are the recommended strategies and viable solutions that can be formulated to overcome EFL teaching difficulties?

Significance of the study

The research is significant in that it:

- Identifies difficulties and challenges that language teachers face in teaching EFL.
- Addresses several instructional issues and concerns regarding teaching EFL such as goals, educational technology, testing procedures and evaluation, lesson planning, students' motivation, and more.
- Assesses the most common obstacles related to foreign language teaching and learning and will recommend possible ways and strategies to minimize such obstacles.
- Discusses the relationship between EFL teacher preparation and emerging future instructional challenges and difficulties.
- Encourages EFL teachers to create more opportunities to develop professionally in the field, to be engaged in collaborative activities, to access, participate, and learn new theories related to TEFL.

Literature review

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Educators are a deciding resource in the acknowledgment of effective instructing rehearses. Consequently, in their article, Yanl and Büyükyavuz (2018) expressed that to establish a compelling showing climate helpful for learning, instructors' requirements ought to be tended to and beneficiary voices heard (Kayhan, 2019). As per Schrier (2019), proficient unknown dialect educators should likewise have "the capacity to reflect, investigate basically, select the apparatuses and materials of instructing, and assess the items and execution of the student." Wing (2015) accentuated that language instructors are required to have numerous jobs alongside target language skill: "In organizing the unknown dialect climate, the educator should be a chief who works with language obtaining; an asset designer who uses to the best benefit the objective and local dialects, materials, and innovation; an investigator whonotices and assesses what's going on in the study hall ".

Cross (2015) recognized a few attributes of an ideal language educator. As per his profile, such educators ought to have undeniable degrees of training, topic ability, proficient skill that incorporates exercise arranging, course reading determination, materials, and tests plan, consciousness of current showing draws near, and instructivehypothesis. As per Williams (2015), to show the language adequately, an instructor needs two significant capabilities. Other than incredible information on the objective language s/he is instructing, s/he ought to have instructing abilities to apply in the study hall. As indicated by Williams' contention, language instructor ought to have a decent mix of target language information from one viewpoint and abilities to present and show the objective language on the other. Different elements that straightforwardly impact the achievement of language instructors are showing assets, regulatory help, and actual offices (Crookes, 2017).

As Braine (2019) calls attention to, there are most likely around four nonnative- communicating in English instructors for each educator who is a local speaker. Additionally, there are more English instructors in EFL settings (e.g., China, Japan, Pakistan, Russia) than in ESL settings like the United States and Britain. Since the degree of capability in unknown dialects, especially in English, is decidedly persuasive on political, social, innovative, and scholarly advantages of society, utilizing an unknown dialect or dialects viably has gotten more fundamental (Curtain, 2015). Beginning from this thought, troubles of instructing English should be tended to, examined and distinguished, and arrangements and revisions should be proposed .

Another fundamental issue in English Language instructing is the development of innovation that has been reshaping old ideas of unknown dialect schooling. Improved gadgets, for example, current general media helps, exceptionally created TVs, and encouraging machines can be utilized in homerooms (Olivia, 2019). Ongoing innovative blasts, for example, internet learning and virtual language learning are of incredible interests to language instructors and students .

In this examination the troubles of showing the four language abilities, punctuation, and the general encouraging experience will be explored. Hence, a poll comprising of a day and a half was arranged and given to educators of English who are believed to be generally answerable for conveying the educational plans and the best spectators of the getting the hang of/instructing measure .

Related Issues in EFL TeachingEducating composing

While interest in L2 composing examination and pedagogy isn't new in non- English prevailing nations (Leki, n.d., Kaplan, 2015). the job of L2 English writing in the existences of understudies,

educators, and experts overall seems to have expanded generously over the most recent ten years. Figuring out how to compose carries a progression of difficulties to the two establishments and people. Leki analyzed the difficulties previously made by the accentuation on instructing EFL composing that has arisen in certain spots generally as of late, and afterward investigated various difficulties that EFL composing educators may have to consider as revenue in EFL composing courses grows. Past issues of time and quantities of understudies, calculated strains inside the L2 English composing study hall itself incorporate building up a comprehension of and a procedure for obliging nearby requirements. For instance, making or encountering genuine purposes for composing might be a sensible objective in settings where English is the mechanism of day by day correspondence. There, understudies can be approached to compose genuine letters to the nearby paper and along these lines maybe pursue building up a feeling of their more extensive English-speaking crowd. In any case, these objectives might be harder to accomplish with less admittance to the objective language in the general climate, where there might be no English language-paper to send letters to.

At last, even in "focus" or metropole nations, instructor preparing programs regularly did, exclude explicit preparing in showing composing until decently as of late (Kroll. 1993; Williams. 2015). In EFL settings, it is conceivable that language instructors are drafted into showing composing: without being completely mindful of what showing composing involves or how to execute composing guidance. In the event that composing course readings are not accessible, fledgling composing instructors may feel significantly more at a misfortune. The test here, at that point, would have all the earmarks of being for educator coaches. In a sort of boundless relapse, be that as it may, given a background marked by absence of spotlight on composition, the inquiry turns out to be the way instructor mentors will themselves figure out how to educate composing. At least, a sensible situation from which to start both for instructors and educator coaches is participate in some type of public thinking of themselves, to consider cautiously that experience, and to base homeroom choices quite far on standards instead of just on propensities, just replicating what they, when all is said and done, have encountered .

- **Teaching tuning in**

In the meeting, Kusumarasyati contended that listening cognizance (LC) is a fundamental language expertise, just as an essential for oral capability. Since the 1960s, listening perception has "moved from a status of accidental and fringe significance to a status of critical and focal significance" in language training (Morley, 2016).

Interest in oral and aural language abilities has built up speed in the educating of English as an unknown dialect (EFL) since the presentation of the sound lingual technique, which featured such semantic creation and insight, arrived at the pinnacle of prominence during the 1960s. In ensuing years, language teachers have consistently devoted expanding measures of time spent on tuning in and talking in the homerooms. Note that students tune in to the unknown dialect they are concentrating around twice however much they talk it (Van Duzer, 2017; Nunan, 2018); therefore, the job of tuning in EFL learning can scarcely be minimized in light of the fact that the procurement of this open expertise turns into an indispensable essential to great talking capacity. To advance the students' dominance of listening abilities, instructors need to deliberately choose and set up an

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assortment of value showing materials and helps for use in a language research center, guaranteeing that the students will acquire ideal outcomes from the listening exercises. Foss (2017) demonstrated that creating listening cognizance abilities is significant for understudies, particularly in an open language climate in which exercises regularly rotate around cooperations between English language students. As indicated by Brown (2016), understudies with all around created listening understanding abilities partake all the more successfully in class. Hence, listening cognizance practice emphatically impacts second language learning. At the point when instructors' configuration listening understanding exercises, they ought to follow some essential standards for effective exercises. Numerous difficulties face EFL educators remembering spurring understudies to center for the learning objective, keeping up similar subject and objective for successive exercises, applying suitable showing strategies, and choosing legitimate materials for appreciation exercises .

Shuqin and Jiangbo (2019) express that with the emphasis on the result of tuning in, instructors frequently receive the base up handling hub, which "includes the audience giving close consideration to everything about the language input" (Morley. 2016, p. 74). The accentuation of guidance is on etymological data at lexical and syntactic levels, rather than on the message contained in the talk. Educators rarely invest a lot of energy (assuming any) showing understudies how to utilize techniques to enact their foundation information (schemata) about the point. Educators presumably favor base up handling over hierarchical preparing in light of the fact that they see restricted etymological information as the single boundary obstructing understudies' listening appreciation, which is a significant test in showing tuning in with the end goal of understanding. While the significance of building up understudies' phonetic information is completely remembered, it is essential to zero in on the meaning of hierarchical preparing and technique preparing and keeping a harmony between them. Guidelines and activities that give students practice in self- observing, elaboration, and derivation ought to be remembered for listening exercises .

- **Teaching Reading**

EFL students' low commitment in understanding classes and helpless perusing capability have been durable and far and wide issues testing instructors around the world. Perusing overwhelms most school English educational plans. Understudies figure out how to comprehend and decipher composed materials. This will in general turn into the focal assignment for the understudies, however this kind of perusing is fairly convoluted to learn. A lot of examination has attempted to distinguish an index of techniques that can improve understudies' perusing, to help them utilize minimal exertion to get acceptable outcomes. Instructors need their understudies to utilize their time and energy to best impact. In this manner, the perusing systems are able to possess a lot of our language educators' consideration. The techniques utilized are assorted over the span of educating. A portion of the exercises utilized in perusing classes may meddle with perusing as opposed to advance it, especially the sort of work that prompts misinforming, for example, testing as opposed to educating and giving a lot help, etc .

Some time ago instructors and students accepted that the significance of writings was in the actual writings, to be decoded along with the lexical and syntactic constructions on the page. On account of per user reaction and gathering hypotheses, and to psycholinguistic speculations of perusing, this fantasy has since a long time ago been supplanted by the possibility that significance is developed

by the connection of the per user and the content (Karmsch, 2015).

At that point there is the issue of talk investigation and language perception, which progressively showed that consciousness of text structure emphatically affects endeavors to improve understanding guidance (Grebe.2015) Pearson and Camperell (2016) examine the capability of story syntaxes and informative exposition structures for understanding cognizance. It is contended that understudy familiarity with numerous fundamental content designs, for example, examination difference and depiction, should be supported. As per Grebe (2015), one of the significant issues concerning the impact of text structure is the degree to which such familiarity with high level talk association can be straightforwardly educated to understudies so it will improve appreciation. He summed up three significant lines of examination .

- 1- The first line of examination includes the effect of direct guidance that unequivocally raises understudies' attention to explicit content organizing; that is, explicitly bringing up to understudies the construction of the portrayal or the issue arrangement association (Carrell, 2015; Miller and George, 2017).
- 2- A second line of exploration builds up understudies' attention to message structure through more broad realistic coordinators, semantic guides, layout networks, tree graphs, and progressive outlines (Alvermann, 2016; Armbruster, et al., 2016; Guri-Rosenblit, 2019 Slater and Graves, 2019).
- 3- A third line of instructional preparing adheres to all the more for the most part from guidance in understanding techniques, since various perusing systems preparing approaches incorporate regard for attachment structure, fundamental thought recognizable proof, synopsis, and text study abilities (e.g., taking note of central matters in the edge, underlining primary concerns).

At last, Shrum and Gilsan introduced the meaning of perusing as proposed by Swaffer, Arens, and Byrnes and stretched out it to tuning in and seeing. Hence, L2 perusing and listening appreciation are elements of "intellectual turn of events, the capacity to think inside the system of the subsequent language" (2016). As per their structure and consequences of their investigations, the ramifications for instructing interpretive abilities are (2015)

- students' cognizance may increment in the event that they are trained to utilize procedures, for example, enacting foundation information and speculating ;
- students need pre-perusing exercises that set them up for the cognizance/translation assignments ;
- text-fittingness ought to be decided based on text quality, premium level, and students' necessities ;
- authentic materials give a powerful way to introducing genuine language, incorporating society, and increasing comprehension ;
- vocabulary should be associated with text structure, understudies' inclinations, and foundation information to help maintenance and review ;

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- students ought to be educated to communicate with the content using both base up and hierarchical cycles ;
- the data acquired through deciphering a book can be utilized as the reason for relational and presentational correspondence;
- comprehension evaluation ought to draw in the student in a chain of importance of strategies through which the understudies cooperate with the content.

Teaching Grammar

Celce-Murcia (2015) contended that most ESL/EFL instructors will in general view language as a solely sentence-level wonder. This point of view is outdated and has had unfortunate results in the manner that sentence structure is portrayed and educated. A sentence-based perspective on language structure is additionally conflicting with the thought of informative skill, which incorporates in any event four collaborating abilities: semantic/syntactic capability, sociolinguistic fitness, talk fitness, and key ability (Canal. 2018). Since informative skill is the establishment of open language instructing, it is plainly significant that we move past the sentence level in our originations of syntax and comprehend the connection between the morphological and syntactic parts of semantic fitness, and the different sociolinguistic and sober minded parts of talk capability. Celce-Murcia additionally contended that ESL/EFL educators are the lone experts who will in general confine the investigation of English language structure to the sentence level. Numerous proper language specialists (e.g., Chomsky, 2017. 2015) really like to consider sentence structure a self-governing and punctuation free framework (2015). Grammatical ability is fundamental for correspondence to happen, however not adequate to represent all creation and gathering in language (Brown. 2019).

One of the issues tended to in Brown's Teaching by Principles is whether language structure is instructed inductively or deductively. Do students profit by an inductive methodology in which language structures are drilled yet the students are left to find or instigate rules and speculations all alone? Another test that might be addressed by educators is whether syntax ought to be educated in isolated sentence structure just exercises or coordinated with different abilities of the language, The aggregate insight of the most recent twenty years or so of CLT practice joined with research on the viability of syntactic guidance like Eisenstein (2015) and Long (2018) demonstrate the fitness of implanting linguistic procedures into general language courses, as opposed to singling punctuation out as a discrete expertise (Brown. 2019). All things considered, language structure can be incorporated through many showing models like substance-based instructing, subject based educating, task-based instructing, and experiential educating and learning .

Instructing Speaking

Universally, English is progressively being received as the language of postsecondary instruction (Coleman, 2016; Phillipson, 2016). Trent (2019) introduced numerous discoveries that have put incredible accentuation on the requirement for language improvement and capability, a result firmly connected to the utilization of the English language. There are numerous explanations behind the evident difficulties looked by both unknown dialect instructors and students. Horwitz et al. (2016) keep up that students of unknown dialects oftentimes dread talking in class, are worried

about being viewed as less skillful than their friends, and are uncertain about committing errors in the objective language. Tsui's (2016) study of optional English language educators in Hong Kong uncovers the broad presence of hesitance as the consequence of the low English language capability of understudies, a dread among students of committing errors, the instructors' abhorrence of quiet in the homeroom and propensity to pose inquiries of more splendid understudies, and the powerlessness of understudies to understand the guidelines and inquiries of their instructors. Moving past the level of the individual student or instructor, different clarifications of difficulties to talking are identified with social components (Cortazzi and Jin, 2016; Flowerdew and Miller, 2015; Ferris and Tagg, 2016; Jones, 2019). Jones (2019), for example, contends that contrasted with language capability, "social foundation is an equivalent and perhaps more significant reason for non-local speakers' hesitance or quiet." If we think about talking a significant piece of a bigger enlightening unit in the language, at that point many testing issues around study hall oral interchanges show up. In a talking exercise, recognizing a point or subtopic for an assignment is best accomplished when the educator can pose a solid inquiry. All in all, the point can be investigated by questions that students will in the long run answer with the data they get. What should be remembered are exercise arranging, that is, time and material administration. While pushing their classes toward correspondence through data trade, teachers need to ask themselves such inquiries as, "What subjects can be treated in a 50-minute class period?" and "What points can be treated in a 10-15-minute action?" (Lee and VanPatten, 2015).

Other significant and normally dismissed difficulties are planning a suitable reason for the talking exercise or action and distinguishing data sources. Lee and Vanpatten underlined the prompt plan of a reason. The quick reason can appear as an errand that students should finish. Errand choice is attached to the data source important to do the association; the students' encounters are a rich source and should be misused, however students likewise know things about the world past their own encounters (2015).

Testing exercise arranging

A change in outlook in instructional exercise arranging has zeroed in on coordinated language guidance. Destinations are intended to reflect how understudies should know and can manage the language instead of the list of chapters in course books. Abilities are incorporated into exercise plan through assignments that expand on each other. The student is given greater obligation regarding learning and is urged to utilize the unknown dialect to get new information about subjects of individual premium. The educator accepts the part of a facilitator who guides guidance without being the sole wellspring of master information. This kind of preparation expects (1) the utilization of a wide assortment of materials and instruments that stretch out past the capacities of a course book; and (2) continuous evaluation of understudy progress. In this sort of preparation, the instructor arranges learning for understudies so they can know how and when to say what to whom, so the educator can realize that understudies are learning (Gilsan and Shrum. 2015).

Intelligent language instructing

Farrel (2017) examines various investigations on intelligent language instructing by language instructors who are keen on seeking after their own proficient turn of events. For instance, Shi and Cummings' (2015) investigation of the convictions and practice of five experienced language

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educators found that despite the fact that they had been taught in a similar foundation and by similar techniques, the information directing their guidance is generally founded on close to home convictions established on long stretches of involvement, reflection, and data. At least one of the accompanying wellsprings of convictions can be thought of and utilized either independently or in mix (adjusted from Richards and Lockhart, 2019).

Educators' previous experience as understudies. For instance, if an instructor has taken in a second language effectively and serenely by retaining jargon records, at that point there is a decent possibility that a similar educator will have their's understudies remember jargon records as well : experience of what works best in their classes. This might be the primary wellspring of convictions about instructing for some instructors ;

Set up training inside a school. The school has consistently utilized this strategy or instructors would need to finish a specific unit in a particular time-frame ;

Character variables of instructors. An, significant wellspring of convictions since certain educators truly appreciate leading pretending or gathering work in their classes while others are happier with directing customary instructor drove exercises ;

Instructively based or research-based standards. Instructors may draw on their comprehension of exploration in second language perusing to help utilization of foreseeing style practices in understanding classes; and technique-based wellsprings of convictions. Educators backing and execute a specific strategy in their classes. For instance, when an instructor chooses to utilize TPR to show starting second language students, s/he is following a strategy for suspending early creation of language for the student.

Research Methodology

A survey was conducted on 20 English language trainers who work for the Languages Center at Sebha University. It incorporates various inquiries that address certain difficulties and abilities that may be or probably won't be performed by the trainers. The 36 inquiries were sorted by the four language abilities alongside punctuation and by and large instructor input.

Results and Discussion

1. Estimating reliability and validity of data

To insure the reliability (or internal consistency) and the Validity of our data, Cronbach's alpha will be conducted on the entire survey instrument (all subscales combined) and on each individual subscale, as follows:

Meaning of reliability:

The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability.

Meaning of validity:

This determines whether the research truly measures what it was intended to measure or how truthful the research results are.

Table 1. Summary of Reliability and Validity Statistics

No.	Statements	No. of Items	Reliability	Validity*
1	Challenges Relating to Listening	6	0.633	0.795
2	Challenges Relating to Speaking	6	0.364	0.603
3	Challenges Relating to Reading	6	0.606	0.778
4	Challenges Relating to Writing	6	0.673	0.820
5	Challenges Relating to Grammar	6	0.601	0.775
6	Challenges Relating to Overall Teacher Input	6	0.687	0.828
Overall		36	0.877	0.936

* Validity is calculated by taking the square root of reliability.

2. Calculating weighted averages of scores to show the opinion of teachers on each concept:

Table 2. Challenges Related to Teaching Listening

Opinion	Standard. Deviation	Weighted Average	Most of the time					Almost never	Statements
			No	Often	Sometimes	Rarely	No		
			%	%	%	%	%		
Sometimes	1.10	2.85	6	7	18	19	4	1- Designing objectives for a listening lesson consumes most of my time and effort.	
			11.1	13	33.3	35.2	7.4		

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Often	1.34	3.75	19	11	10	10	4	2- Limited media (labs, speakers, headphones, etc.) obstruct listening comprehension.
			35.2	20.4	18.5	18.5	7.4	
Rarely	0.77	1.87	0	2	7	27	18	3-I am unfamiliar with the types of effective questions to ask when I check the students' comprehension of the listening segment.
			0	3.7	13	50	33.3	
Almost Never	0.78	1.65	0	2	4	21	27	4-I can't integrate listening with speaking.
			0	3.7	7.4	38.9	50	
Almost Never	0.80	1.74	0	2	6	22	24	5-I get confused about the basic structure of a listening lesson.
			0	3.7	11.1	40.7	44.4	
Rarely	0.84	2.17	0	0	24	15	15	6- I am unfamiliar with the kinds of reduction i need to explain to students before the reading segment.
			0	0	44.4	27.8	27.8	

Rarely	0.57	2.31	25	24	69	114	92	Overall Opinion
			7.7	7.4	21.3	35.2	28.4	

Table 3. Challenges Related to Teaching Speaking

Opinion	Standard. Deviation	Weighted Average	Most of the time	Often	Sometimes	Rarely	Almost never	Statements
			No	No	No	No	No	
			%	%	%	%	%	
Sometimes	0.98	2.75	2	8	22	16	6	7- Designing objectives for a speaking lesson consumes most of my time and effort.
			3.7	14.8	40.7	29.6	11.1	
Almost Never	0.70	1.63	0	1	4	23	26	8- I can't design a discussion based on questions.
			0	1.9	7.4	42.6	48.1	
Often	0.85	3.61	9	18	25	1	1	9- Traditional testing procedures do not promote communicative language learning.
			16.7	33.3	46.3	1.9	1.9	
Rarely	1.26	2.43	5	3	20	8	18	10- Students learn a second language better from a teacher who speaks in the same accent as they do.
			9.3	5.6	37	14.8	33.3	

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Often	1.04	3.46	12	9	27	4	2	11- It's hard to motivate students to speak with limited topics that are already chosen for them.
			22.2	16.7	50	7.4	3.7	
Rarely	0.99	2.19	2	2	14	22	14	12- Icebreakers are hard to design when I am in a speaking session with my students.
			3.7	3.7	25.9	40.7	25.9	
Often	0.48	2.66	30	41	112	74	67	Overall Opinion
			9.3	12.7	34.6	22.8	20.7	

Table 4. Challenges Relating to Reading

Opinion	Standard. Deviation	Weighted average	Most of the time	Often	Sometimes	Rarely	Almost Never	Statements
			No	No	No	No	No	
			%	%	%	%	%	
Sometimes	1.20	2.85	7	7	18	15	7	13-. Designing objectives for a reading lesson consumes most of my time and effort.
			13	13	33.3	27.8	13	
Rarely	0.85	2.09	0	2	16	21	15	14-I can't decide when to use silent reading or

								reading aloud.
			0	3.7	29.9	38.9	27.8	
Often	1.16	3.26	9	13	20	7	5	15- I am confined to the reading texts in the assigned textbook.
			16.7	24.1	37	13	9.3	
Sometimes	0.94	2.11	1	2	15	20	16	16- I don't know how and when to read a story of interest to students.
			1.9	3.7	27.8	37	29.6	
Rarely	0.81	2.06	0	1	16	22	15	17- I can't decide which reading strategy to choose when teaching for comprehension.
			0	1.9	29.6	40.7	27.8	
Rarely	0.97	2.26	1	4	16	20	13	18- It's hard to explain the differences between reading skills to students.
			1.9	7.4	29.6	37	24.1	
Rarely	0.58	2.43	18	29	101	105	71	Overall Opinion
			5.6	9	31.2	32.4	21.9	

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Table5 : Challenges Relating to Writing

Opinion	Standard. Deviation	Weighted Average	Most of the time					Almost never	Statements
			No	Often	Sometimes	Rarely	No		
			%	%	%	%	%		
Sometimes	1.10	2.61	3	9	14	20	8	19- Designing objectives for a writing lesson consumes most of my time and effort.	
			5.6	16.7	25.9	37	14.8		
Sometimes	0.84	2.33	1	3	16	27	7	20- I don't know how to infuse critical thinking skills in a writing lesson.	
			1.9	5.6	29.6	50	13		
Rarely	0.86	2.24	0	4	16	23	11	21- Pre-writing techniques are difficult to design.	
			0	7.4	29.6	42.6	20.4		
Rarely	0.92	1.98	0	3	13	18	20	22- I get confused when I activate the students' prior knowledge of the topic they will write about.	
			0	5.6	24.1	33.3	37		
Rarely	1.05	2.43	2	5	19	16	12	23- I can't decide which is more important in the writing: the accuracy of the language or the accuracy of the meanings.	

			3.7	9.3	35.2	29.6	22.2	
sometimes	1.14	2.78	4	11	15	17	7	24- Games are difficult to infuse into a writing lesson.
			7.4	20.4	27.8	31.5	13	
Rarely	0.61	2.39	10	35	93	121	65	Overall Opinion
			3.1	10.8	28.7	37.3	20.1	

Table 6. Challenges Relating To Grammar

Opinion	Standard. Deviation	Weighted Average	Most of the time	Often	Sometimes	Rarely	Almost never	Statements
			No	No	No	No	No	
			%	%	%	%	%	
Rarely	1.22	2.56	6	4	15	18	11	25- Designing objectives for a grammar lesson consumes most of my time and effort.
			11.1	7.4	27.8	33.3	20.4	
Almost Never	0.89	1.72	1	7	18	27		26-1 can't integrate a grammar lesson with a reading lesson.
			1.9	1.9	13	33.3	50	
								27- 1 can't integrate a

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Almost Never	0.53	1.46	0	0	1	23	30	grammar lesson with a writing lesson.
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0 0 1.9 42.6 55.6

Almost Never	0.88	1.76	04	4	21	25	28- I can't integrate a grammar lesson with a listening lesson.
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07.4 7.4 38.9 46.3

Almost Never	0.73	1.65	01	5	22	26	29- I can't integrate a grammar lesson with a speaking lesson.
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01.9 9.3 40.7 48.1

Almost Never	0.97	1.74	1	11	11	30	30- I have difficulties in mastering all grammatical rules before I teach them to students.
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1.9 1.9 20.4 20.4 55.6

Rarely	0.58	1.818	11	43	113	149	Overall Opinion
		2.5	3.4	13.3	34.9	46	

Table 7. Challenges Relating to Overall Teacher Input

Opinion	Standard. Deviation	Weighted average	Most of the time	Often	Sometimes	Rarely	Almost never	Statements
			No	No	No	No	No	
			%	%	%	%	%	
Rarely	1.22	2.56	1	2	15	13	23	31-I Have difficulty using high frequency vocabulary during instruction.
			1.9	3.7	27.8	24.1	42.6	
Almost never	0.89	1.72	0	0	4	15	35	32-I have difficulty using gestures and body language while teaching.
			0	0	7.4	27.8	64.8	
Almost never	0.53	1.46	0	1	18	23	12	33-I use pronouns more than nouns.
			0	1.9	33.3	42.6	22.2	
Almost never	0.88	1.76	0	5	18	16	15	34-I don't use tag questions.
			0	9.3	33.3	29.6	27.8	
Almost Never	0.73	1.65	0	0	13	22	19	35-I have difficulty using simple prepositional and short sentences.
			0	0	24.1	40.7	35.2	
Almost never	0.97	1.74	2	1	10	21	20	36-I do not repeat or restate my input.
			3.7	1.9	18.5	38.9	37	
Rarely	0.54	1.94	3	9	78	110	124	Overall Opinion
			0.9	2.8	24.1	34	38.3	

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3. Discussion

For quite a long time, the individuals who had needed to encourage English in Libya or abroad have needed to go through a four-year course at college to acquire a degree planned explicitly to instruct in schools or EFL organizations. EFL courses give just a single seminar on showing technique; this is basically insufficient material to enough educate at schools, regardless of whether they are optional or college establishments (Alhazmi, 2018). Concerning language foundations inside Libyan colleges, educators might be needed to hold ace degrees in TESOL or their same. From one viewpoint, some language educators in these focuses have just their single guy's or even graduate degrees in different majors such business organization or instructive organization. Then again, those non-related graduate degree holders are local speakers of English, so the issue of their showing competency needs not be tended to. With these contemplations, the issue Of TEFL systems must be examined, and updated. There is an interest for a concentrated TEFL course in the country. Educators need more assorted methods and data. Educators are new to numerous TEFL ideas and related hypotheses of learning and securing. During an instructional class conveyed by the specialist, one of the learners was getting some information about the importance of EFL, which demonstrates an absence of fundamental information expected of an amateur EFL educator. These days, planned educators in Libya go through a more limited course, at times reading just for four brief weeks or taking a couple of nearby instructional classes to acquire a specific degree of information on instructing as a rule and EFL instructing specifically. A few educators go through such preparing to get a counterfeit declaration that can be added to their educational program vita, accordingly approving their quality in the foundation. Likewise, an extensive pre-and in-administration all-inclusive strategy at the public level is required. Current in-administration educator instruction programs are led on a restricted scale by means of the neighborhood training offices dissipated all over Libya (Alhazmi, 2018).

The trainers' general suppositions about the difficulties they face are appeared in table 2-7. Concerning moves identified with showing tuning in, trainers revealed an unmistakable absence of showing apparatuses and media, for example, top notch labs tend implicit speakers and earphones. They seldom experience issues in coordinating tuning in with talking, albeit four trainers think that its troublesome in certain classes.

Checking for perception isn't an issue of worry for the vast majority of them, albeit seven trainers thought that it was trying in certain exercises. A high level of members (44%) discover it now and again hard to distinguish discourse decrease preceding acquainting the listening section with the understudy

Concerning moves identified with showing composing, a few trainers revealed troubles injecting basic intuition into a composing exercise and planning prewriting strategies. The vast majority of them think it is here and there difficult to conclude which is more significant: structure or substance. 27% of trainers discover games hardto incorporate into a composing exercise .

Concerning provokes identified with showing talking, 40% of respondents believe that planning targets in some cases takes the majority of their time and exertion when they plan their exercises. An extensive number of respondents considerconventional to be methods as an apparatus that doesn't

normally advance CLL. Moreover, the restricted subjects previously picked in the reading material don't regularly assist trainers with persuading their understudies carry on open talks. Be that as it may, 40% of respondents can plan icebreakers to advance talking. The issue of local versus non-local language trainers has arisen in this piece of the overview; 37% of respondents imagine that understudies' talking abilities are upgraded in the event that they are instructed by an instructor who talks in a similar emphasize as they do .

Concerning provokes identified with showing understanding perception, the issue of planning the destinations of the exercise again arose. 33% percent of respondents guarantee that planning destinations now and then takes additional time and exertion. They frequently feel obliged by the relegated understanding entries; consequently, it is at times difficult for them to peruse an account of interest at the correct time .

The information appeared in table 6 shows that a large portion of the trainers don't have eminent troubles in planning or instructing sentence structure. Coordinating a sentence structure exercise with tuning in, talking, perusing, and composing exercises has never been troublesome. The larger part aces all syntactic guidelines prior to showing those standards to understudies. In any case, planning exercise goals is in some cases burning-through the greater part of their time and exertion .

The general instructor input is a sort of an end conversation that sums up the complete execution of the trainer and the hypothetical structure of trainers' suppositions with respect to their styles of educating. 42% of trainers utilize high recurrence jargon during their directions, while 28% use them infrequently. 43% of trainers use things more than pronouns regularly during their guidance, in this way giving more understandable contribution to their understudies. Label questions are not reliably utilized by 33% of trainers, while 28% use label questions reliably. 39% of them in the examination like to rehash and repeat their info, along these lines disregarding the student's duty to search for data and request explanation as they do illegitimate life settings .

Suggestions and Possible Solutions

All difficulties talked about in the investigation recommend a requirement for additional examinations on EFL pre-administration instructor training programs in Libya. Among numerous planned endeavors to improve EFL pre-administration trainer instruction, endeavors should zero in on building up instructors' showing works on during their examination years in the accompanying zones :

- 1- Teaching and devices that propose interfacing TEFL to innovation. One of the difficulties of instructing unknown dialects is to give understudies living, energetic individuals who utilize the objective language for every day correspondence (Shrum and Gilson, 2015). This real experience can be conveyed through innovation in video/sound tape accounts, CD-ROMS, and the Internet. It is suggested that unknown dialect managers make language labs, current PCs, and info rich programming open to all language students. These educating and learning instruments ought to be necessary pieces of the educational plan since they work with understudies' composing improvement and openness to credible language, upgrade understudies' inspiration, and works with the procurement of jargon and bona fide syntax ;

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- 2- The imbuelement of basic reasoning abilities has been consistently of incredible interest to numerous researchers and thinking specialists and has been highly bantered at gatherings and in endeavors at instructive change. EFL composing just as basic reasoning is an unpredictable action. Essayists of all levels attempt to deal with various sub-exercises all the while, for example, putting together both the substance and type of their item. Such exercises are like the way toward speculation basically, in which one should complete numerous undertakings simultaneously. Likewise, it would be of an incredible advantage to prepare instructors in rehearsing basic intuition abilities for their own and expert turn of events, consequently giving rich and last-aching learning for their understudies and building up a more coordinated, sound, and conditional composing experience;

Since numerous unknown dialect students frequently get energized by the sounds and words around there, it is over and again and emphatically suggested that instructors pick genuine writings and accounts when they show listening abilities. Understudies become familiar with an unknown dialect since they need to utilize it; subsequently, they search for genuine purposes when they tune in to something. trainers should introduce genuine accounts that address genuine talking and way to express the objective language. Numerous educators in this examination don't, under any condition, recognize discourse decrease in any listening material, which thus impedes understudies' understanding. Subsequently, introducing listening materials that utilization worked on input is exceptionally supported ;

- 3- Teachers in the examination detailed the amazing utilization of their time and exertion when they are planning their exercise destinations. This likely because of their absence of information about this piece of exercise arranging. Numerous educators are unconscious of the distinction among objectives and targets, which may cause dissatisfaction and devour time. An objective is a point or motivation behind guidance, regularly expressed in wide terms, for example, "to acquire information on another culture," while a goal is the thing that the student will actually want to do with the language because of guidance, characterized as far as noticeable conduct, for example, "the student will actually want to welcome a companion to go to a get-together" (Shrum and Glisan, 2015). EFL educators need to move the focal point of their objectives and destinations from old to new methodologies, from organized to conditional methodologies as far as utilizing the language in open manner, not as far as dominating punctuation ;

- 4- Traditional testing methodology ought to be supplanted by new evaluation procedures. Testing schedules in the Languages Center at Sebha University utilize organized testing frameworks that are conveyed to all understudies during a pre- determined time inside each quarter they complete, which brings about a restricted and ridiculous appraisal of understudies' accomplishment in utilizing the objective language. A transition to evaluation for learning (AFL) is agreeable to appraisal of evaluation of learning (AOL). The previous depends on the agreement that each understudy can improve their insight and execution on the off chance that the person comprehends what to realize, where the individual are in relationship to the learning goals and how these can be accomplished. The last summarizes the students' accomplishments and shows the degree of comprehension or fitness achieved at a specific point on schedule (Kirsch, 2018, QCA, 2015). trainers ought to be offered freedoms to utilize exceptionally flexible testing and criticism methods that may incorporate self-appraisal, peer evaluation, and conversations of qualities and shortcomings. Rather than proficient evaluation, customary testing ideal models cause tension, murder the fun of language learning, and can't survey students' perspectives, social mindfulness, and language credibility ;

4- Speaking and perusing subjects ought to be extended past those predefined in the writings and educational plans since understudies need utilize the objective language to participate in discussions and trade data and sentiments on an assortment of themes.

Conclusion:

English language training is certainly not a mechanical errand in which one can follow a basic arrangement of recommended steps and anticipate great outcomes. English language training requires holding fast to hypotheses identified with the field and recognizing difficulties and insufficiencies. Such assignments require examining the instructing and learning circumstance (e.g., the necessities of understudies, the normal results based on the destinations, the qualities and shortcomings of course books) and looking for the most ideal decisions concerning the objectives, the strategies and approaches, the time period, etc. Analyzing the difficulties that the Languages Center at Sebha University face with every one of the viewpoints will cultivate the expectation that English instructors won't just acquire a superior comprehension of these difficulties, yet additionally will turn out to be more gifted as language students. Language educating is an endeavor to empower and assist trainers with misusing perhaps the best resource, their rich experience as language professionals and students as a similar time. Trainers ought to continually search for approaches to create themselves expertly and hone their showing abilities alongside their insight into the topic.

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