
| RESEARCH ARTICLE

Bridging Communicative Gaps: The Role of CLT in Addressing EFL Learning Difficulties among Libyan Secondary School Students – A Case Study in Kufrah

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| ABSTRACT

This study examines English language learning difficulties among 85 Libyan secondary school students in Kufrah and explores teachers' perceptions of the instructional barriers affecting their progress. Quantitative findings from student questionnaires indicate that speaking was the most difficult skill ($M = 4.12$, $SD = 0.55$), followed by listening ($M = 3.85$, $SD = 0.62$), writing ($M = 3.62$, $SD = 0.66$), and reading ($M = 3.47$, $SD = 0.70$). Qualitative data from interviews with 10 teachers revealed that limited speaking opportunities (93%), low student motivation (83%), and outdated instructional materials (73%) were the main constraints on language development. Classroom observations showed that instruction was largely teacher-centred, with minimal student interaction and limited opportunities for oral production. The findings suggest that traditional grammar-focused approaches are insufficient for developing communicative competence and point to the need for context-sensitive Communicative Language Teaching (CLT) practices. Interactive, scaffolded tasks and targeted teacher support may help improve communicative proficiency in resource-constrained EFL settings.

| KEYWORDS

Communicative Language Teaching (CLT), learning difficulties, mixed methods, Libyan EFL context, classroom observation

| ARTICLE INFORMATION

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Introduction

English has become a global lingua franca and plays an important role in education, employment, and international communication (Crystal, 2003). In English as a Foreign Language (EFL) settings, communicative competence is a central goal of instruction because it enables learners to use language effectively and appropriately in real-life situations (Canale & Swain, 1980; Richards, 2006). However, in many educational systems, including Libya, English teaching remains dominated by traditional grammar-based methods that emphasize memorization and structural accuracy rather than meaningful communication (Richards & Rodgers, 2014; Brown, 2007).

This problem is especially visible among Libyan secondary school students, who often experience difficulties in speaking, listening, writing, and reading (Kayi, 2006; Vandergrift & Goh, 2012). Classroom practices are frequently teacher-centred, with limited opportunities for interaction and extensive reliance on the first language (L1) for explanation and instruction (Suleiman, 2019; Kulaib, 2025). As a result, learners have fewer opportunities to use English meaningfully, which restricts the development of communicative competence (Littlewood, 2004).

Communicative Language Teaching (CLT) has been widely advocated as a response to these challenges because it emphasizes interaction, learner engagement, and the functional use of language (Savignon, 2002; Richards, 2006). Research suggests that CLT can improve speaking fluency, listening comprehension, and motivation when it is implemented effectively (Ellis, 2003; Nunan, 2004). However, its application in resource-constrained and exam-oriented contexts remains difficult, particularly where large class sizes, limited materials, and insufficient teacher training reduce feasibility (Li, 2020; Alrabai, 2021).

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Within the Libyan context, previous studies have mainly described instructional problems such as grammar-focused teaching and teacher-centred classrooms, but fewer studies have examined how these practices relate to specific learner difficulties (Suleiman, 2019; Kulaib, 2025). In addition, there is a shortage of mixed-methods research that integrates student experiences, teacher perspectives, and classroom observation. This gap limits a fuller understanding of how communicative competence can be developed in Libyan secondary schools.

Research Questions

This study is guided by the following research questions:

1. What are the primary English language learning difficulties experienced by Libyan secondary school students?
2. What instructional and contextual barriers limit students' progress in English language learning?
3. How can Communicative Language Teaching (CLT) be adapted to address these challenges and enhance students' communicative competence?

Literature Review

Theoretical Foundations of Communicative Language Teaching

Communicative Language Teaching (CLT) rests on the concept of communicative competence, encompassing grammatical, sociolinguistic, discourse, and strategic dimensions (Canale & Swain, 1980). This framework redefines proficiency as the ability to use language functionally across contexts, prioritizing interaction and meaning over isolated form. Theoretical support for CLT derives from interactionist theories emphasizing negotiation of meaning (Long, 1996) and output production (Swain, 2005), which underscore classroom interaction as essential for acquisition.

Empirical Evidence of CLT Effectiveness

Research consistently demonstrates CLT's positive impact on EFL oral proficiency and engagement. Task-based activities like role-plays enhance participation and fluency (Nunan, 2004), while interaction-focused instruction yields greater communicative output than grammar-centric methods (Ellis, 2003). Recent studies confirm these benefits: Derakhshan (2021) links teacher-student interaction to improved engagement, and Sato and Ballinger (2020) show collaborative tasks boost speaking performance. However, skill-specific outcomes vary, with stronger gains in speaking/listening than writing (Chen & Shuib, 2026; Hendriyani, 2026), suggesting mediation by task design and context.

Implementation Challenges in EFL Contexts

Despite robust evidence, CLT implementation faces systemic barriers across EFL settings. Large classes, exam pressures, resource scarcity, and inadequate training create an "implementation gap" where teachers endorse CLT principles but default to teacher-centered practices (Li, 2020; Alrabai, 2021). Studies reveal over-reliance on self-reports, limiting triangulation with observed behaviors (Alzahrani, 2023).

Libyan EFL Context: Specific Constraints

Libyan secondary schools exemplify these challenges, characterized by grammar-translation dominance, L1 overuse, and minimal speaking opportunities (Suleiman, 2019; Kulaib, 2025). Recent research identifies weak proficiency, anxiety, motivation deficits, and resource shortages as primary speaking barriers (;). Teacher-centred instruction and Arabic reliance further restrict target language exposure (;). While regional studies advocate CLT adaptation, Libyan research remains largely descriptive, lacking skill-specific analysis or triangulated designs linking practices to outcomes (;).

Identified Research Gaps

Three gaps persist: (1) insufficient differentiation of receptive/productive skill challenges despite speaking's primacy; (2) limited methodological integration of student, teacher, and observational data; and (3) underexplored CLT adaptation strategies for exam-driven, resource-poor contexts like Libya. This study addresses these through skill-disaggregated analysis, triangulation, and context-sensitive recommendations.

Methods

Research Design

This study adopted a mixed-methods case study design to generate a comprehensive and contextually grounded understanding of English language learning difficulties and classroom practices in Libyan secondary schools. The use of a mixed-methods approach was deemed appropriate as it enables the integration of quantitative and qualitative data, thereby providing both breadth and depth of analysis (Creswell & Creswell, 2018).

Specifically, the study employed a convergent mixed-methods design, in which quantitative and qualitative data were collected and analysed in parallel, and subsequently integrated to enhance interpretive validity. Quantitative data were obtained through student questionnaires to assess perceived proficiency across the four core language skills: listening, speaking, reading, and writing. These data provided measurable patterns of learner difficulties.

In parallel, qualitative data were collected through semi-structured teacher interviews and non-participant classroom observations. These methods enabled an in-depth exploration of instructional practices, classroom interaction patterns, and contextual constraints influencing language learning. The qualitative component provided explanatory insights that complemented and enriched the quantitative findings.

The adoption of a case study approach allowed for an in-depth examination of language learning within its real-life educational context, where boundaries between phenomenon and context are not clearly defined. This design is particularly suitable for investigating complex classroom dynamics and instructional practices in under-researched settings.

The integration of multiple data sources facilitated methodological triangulation, thereby enhancing the credibility, validity, and richness of the findings.

Participants

A total of 95 participants were involved in the study, comprising 85 secondary school students (aged 15–18) and 10 English language teachers from five secondary schools in Kufrah, Libya. The student participants were enrolled in general secondary education and represented a range of English language proficiency levels, reflecting typical classroom diversity within the Libyan EFL context.

The teacher participants had between three and fifteen years of teaching experience in English as a Foreign Language (EFL), providing a balance of early-career and experienced practitioners. This variation enabled the study to capture a range of instructional perspectives and classroom practices.

A purposive sampling strategy was employed to ensure the selection of schools with comparable curricula, instructional conditions, and student demographics. This approach was considered appropriate for the case study design, as it facilitated in-depth exploration within a relatively homogeneous educational context while enhancing the internal consistency and contextual relevance of the findings.

All participants were informed about the purpose of the study, and participation was voluntary. Ethical considerations, including informed consent, confidentiality, and anonymity, were strictly maintained throughout the research process.

Instruments

Student Questionnaire

The questionnaire included items assessing specific aspects of language proficiency, such as understanding spoken instructions, participating in classroom discussions, reading comprehension, and written expression. Items were aligned with communicative competence constructs to ensure conceptual validity.

The student questionnaire was designed to assess perceived proficiency across the four core language skills: listening, speaking, reading, and writing. A five-point Likert scale (1 = very low, 5 = very high) was used to generate quantifiable data on students' self-reported abilities. In addition, open-ended items were included to elicit qualitative insights into learners' perceived challenges and strategies, thereby enriching the quantitative findings.

The questionnaire was piloted with five students from a neighbouring school to ensure clarity, relevance, and appropriateness of the items. Minor revisions were made based on participant feedback. Internal consistency was assessed using Cronbach's alpha, yielding a reliability coefficient of $\alpha = 0.82$, which indicates a high level of reliability for measuring perceived skill difficulty. The inclusion of both closed- and open-ended items enhanced the instrument's construct validity by capturing both measurable trends and contextualized learner experiences.

Teacher Interviews

Semi-structured interviews were conducted to explore teachers' perspectives on student learning difficulties, instructional barriers, and the implementation of Communicative Language Teaching (CLT). The use of semi-structured interviews allowed for flexibility in probing participants' responses while maintaining consistency across key thematic areas, including classroom interaction, instructional resources, student motivation, and language use.

Two pilot interviews were conducted with experienced EFL instructors to refine the wording, sequencing, and clarity of the interview questions. All interviews were audio-recorded with participant consent, transcribed verbatim, and analysed using thematic analysis.

This approach enabled the identification of recurring patterns and themes, providing in-depth insights into instructional practices and contextual constraints. The qualitative nature of this instrument contributed to the explanatory depth of the study.

Classroom Observation

Non-participant classroom observations were conducted across five English lessons to examine actual teaching practices and interaction patterns in natural classroom settings. An observation checklist, informed by established CLT indicators (Richards, 2006; Nunan, 2004), was used to systematically record instructional behaviours, student participation, interaction types, and the use of the first language (L1) versus English (L2).

In addition to the checklist, detailed field notes were maintained to capture contextual nuances and emergent classroom dynamics. Observation data were analysed using thematic analysis, resulting in the identification of three dominant themes: teacher-centred instruction, limited student interaction, and extensive use of L1. The inclusion of classroom observations strengthened the study's ecological validity by providing direct evidence of instructional practices, thereby complementing self-reported data from students and teachers.

Each classroom observation lasted approximately 40–45 minutes, corresponding to a full lesson period. Observations were conducted using a structured checklist aligned with CLT principles, supplemented by detailed field notes to capture contextual and interactional dynamics. To enhance reliability, observation notes were reviewed and cross-checked immediately after each session to ensure accuracy and consistency. This systematic approach allowed for the identification of recurring instructional patterns across multiple classroom contexts.

Data Collection Procedure

Data were collected in two sequential phases to ensure a systematic and comprehensive investigation of English language learning difficulties and instructional practices.

Quantitative Phase

In the first phase, student questionnaires were administered during regular class periods under researcher supervision. This approach ensured that participants clearly understood the questionnaire items and minimized the likelihood of missing or incomplete responses. The quantitative data provided an initial overview of students' perceived proficiency across the four language skills and helped identify key patterns of learning difficulties.

Qualitative Phase

In the second phase, qualitative data were collected to provide deeper explanatory insights into the quantitative findings. Semi-structured teacher interviews were conducted in quiet and non-disruptive settings, with each session lasting between 30 and 45 minutes. These interviews enabled an in-depth exploration of teachers' perceptions of student difficulties, instructional practices, and contextual constraints.

In addition, non-participant classroom observations were carried out unobtrusively to capture natural classroom interaction patterns without interfering with the teaching process. This allowed for the documentation of authentic instructional practices and student engagement.

The sequential design facilitated the use of qualitative data to elaborate on and explain the quantitative results, thereby strengthening the overall interpretive validity of the study.

All participants were fully informed of the study's purpose prior to data collection, and participation was voluntary. Ethical considerations were strictly observed, including informed consent, confidentiality, and the anonymization of both student and teacher identities.

Reliability and Validity

Pilot Testing

Pilot testing of questionnaires and observation checklists ensured clarity, relevance, and alignment with research objectives. Minor revisions were made based on feedback from participants and expert reviewers.

Internal Consistency

Student and teacher questionnaires demonstrated satisfactory internal consistency, with Cronbach's $\alpha = 0.82$ and $\alpha = 0.79$, respectively.

Construct Validity

Construct validity was strengthened through triangulation of student questionnaires, teacher interviews, and classroom observations, providing cross-verified insights into communicative barriers and learning difficulties. Observation checklists were based on established CLT indicators, further supporting construct validity.

Content Validity

Content validity was established through expert review by two university-level EFL instructors and one curriculum specialist. Feedback ensured alignment with CLT principles and comprehensive coverage of the study’s objectives.

Data Analysis

Quantitative data were analysed using descriptive statistical techniques, including means, standard deviations, and frequencies, to examine patterns in students’ self-reported difficulties across the four language skills. These measures provided a systematic overview of the distribution and relative severity of perceived proficiency levels.

Qualitative data obtained from teacher interviews and classroom observations were analysed using thematic analysis following an iterative coding process. Initially, data were coded inductively to identify recurring patterns and meaningful units. These initial codes were then organized into broader categories and subsequently refined into higher-order themes that captured key aspects of instructional practices and learning challenges.

To enhance analytical rigor, themes were reviewed and refined through constant comparison across data sources, ensuring consistency and coherence. The integration of quantitative and qualitative findings was achieved through methodological triangulation, allowing for a more comprehensive and nuanced interpretation of both learner experiences and classroom dynamics.

To ensure the trustworthiness of qualitative findings, several strategies were employed. First, data triangulation was achieved by integrating student questionnaires, teacher interviews, and classroom observations. Second, coding reliability was enhanced through repeated review and refinement of themes to ensure consistency. Third, detailed field notes and verbatim transcripts were used to preserve the authenticity of participants’ responses. These procedures strengthened the credibility and dependability of the qualitative analysis.

To enhance the credibility of qualitative findings, coding was conducted through an iterative process involving repeated reading and refinement of categories. Themes were continuously compared across data sources to ensure consistency. This process of constant comparison strengthened the trustworthiness and dependability of the analysis.

This combined analytical approach strengthened the validity of the findings by corroborating evidence across multiple data sources and providing both statistical trends and contextual explanations.

Results

Student-Reported Skill Difficulties

Table 1. Perceived Difficulty by Language Skill (N=85)

Skill	M	SD	Difficulty Level
Speaking	4.12	0.55	Very High
Listening	3.85	0.62	High
Writing	3.62	0.66	High
Reading	3.47	0.70	Moderate-High

The results indicate that speaking was perceived as the most challenging skill (M = 4.12, SD = 0.55). Listening (M = 3.85, SD = 0.62) and writing (M = 3.62, SD = 0.66) were also reported as highly challenging. Reading, although comparatively less difficult, still showed a moderate-to-high level of difficulty (M = 3.47, SD = 0.70).

Table 2. Overall Proficiency Distribution

Level	Frequency	Percentage
Very Low	34	40%
Low	30	35%
Moderate	17	20%
High	4	5%
Total	85	100%

The findings show that the majority of students demonstrated low levels of English proficiency. Specifically, 40% of participants were classified as having very low proficiency, while 35% were categorized as low. In contrast, 20% of students achieved a moderate level, and only 5% were classified as highly proficient.

Overall, 75% of the sample fell within the low or very low proficiency categories, indicating limited functional ability in English among the majority of participants.

Teacher-Reported Barriers

Table 3 presents the main instructional barriers identified through thematic analysis of teacher interview data.

Table 3. Thematic Summary of Instructional Barriers (N = 10)

Theme	Description	Percentages %
Limited speaking opportunities	Lack of structured activities for oral interaction	93%
Low student motivation	Students show low engagement and interest	83%
Outdated instructional materials	Textbooks lack relevance and communicative focus	73%

Teacher interview data were analyzed thematically, resulting in the identification of three major instructional barriers.

The most prominent theme was limited speaking opportunities, reported by 93% of teachers. Participants indicated that classroom practices rarely provided opportunities for meaningful oral interaction, with lessons largely characterized by teacher talk and controlled student responses.

The second theme, low student motivation (83%), was associated with limited student engagement during lessons. Teachers reported that students often showed minimal participation, particularly in activities that lacked interactive or communicative elements.

A third theme was outdated instructional materials, identified by 73% of participants. Teachers noted that existing textbooks did not adequately support communicative language use and provided limited exposure to authentic language contexts.

Classroom Observation Findings

Classroom observation data were analysed thematically to identify recurring patterns in instructional practices and student engagement. Three dominant themes emerged: teacher-centred instruction, limited student interaction, and extensive use of the first language (L1). A summary of observed patterns is presented in Table 4.

1. Teacher-Centred Instruction

Across all five observed lessons, instruction was predominantly teacher-led. Teachers controlled lesson delivery, including explanation, questioning patterns, and turn-taking. Students were primarily engaged in responding to teacher prompts, with limited opportunities to initiate interaction or produce extended responses.

2. Limited Student Interaction and Speaking Opportunities

Student participation was generally limited and highly controlled. Verbal contributions were typically brief and restricted to answering direct questions. There was little evidence of extended or spontaneous communication. Pair work, group activities, and communicative tasks were rarely observed during the lessons.

3. Predominant Use of the First Language (L1)

Frequent use of Arabic (L1) was observed, particularly for explaining grammar, giving instructions, and managing classroom interaction. The use of English was largely confined to textbook-based activities and controlled exercises.

Table 4 Classroom Observation Summary

Observed Feature	Observation Summary	Interpretation
Teacher-centred instruction	Observed in all lessons	Limited student autonomy
Student speaking opportunities	Minimal and controlled	Restricted fluency development
Pair/group activities	Rarely observed	Limited communicative practice
Use of English (vs. Arabic L1)	Frequent reliance on L1	Reduced authentic exposure

Discussion

The findings of this study provide a coherent and triangulated account of English language learning difficulties among secondary school students in Kufrah. By integrating quantitative data, teacher perspectives, and classroom observations, the results demonstrate that limitations in communicative competence, particularly in speaking and listening, are closely associated with instructional practices and classroom conditions rather than solely learner-internal factors.

From a theoretical perspective, these findings can be interpreted through interactionist approaches to second language acquisition, particularly the Interaction Hypothesis (Long, 1996) and the Output Hypothesis (Swain, 2005). Both frameworks emphasize that language development is facilitated through meaningful interaction, negotiation of meaning, and opportunities for pushed output. In this context, the limited interactional opportunities observed in classrooms represent a structural constraint that restricts the conditions necessary for effective language acquisition.

A central finding is that speaking emerged as the most challenging skill, followed by listening and writing. This pattern aligns with previous research suggesting that productive skills impose greater cognitive and linguistic demands, including real-time processing, lexical retrieval, and interactional competence (Kayi, 2006; Savignon, 2002). However, the present study extends this understanding by demonstrating that these difficulties are not only cognitive in nature but are also shaped by the instructional environment. Predominantly teacher-centred practices limit opportunities for meaningful learner participation and reduce exposure to authentic communicative use of language.

Classroom observation data further reinforce this interpretation. The absence of pair work, group interaction, and extended learner talk indicates that students are rarely engaged in communicative language use. Within an interactionist framework, such conditions reduce opportunities for feedback, negotiation of meaning, and output production, which are essential mechanisms for language development. Consequently, learners are positioned as passive recipients of knowledge rather than active participants in communication.

The frequent reliance on the first language (L1) also emerged as a significant factor influencing learning outcomes. While limited use of L1 may facilitate comprehension, its extensive use appears to reduce exposure to target language input and limit opportunities for communicative practice. This finding supports previous research emphasizing the importance of sustained target language exposure for developing both receptive and productive skills (Littlewood, 2004).

Another important insight concerns student motivation. Rather than functioning as an isolated learner variable, motivation appears to be closely linked to instructional design. Teacher-dominated lessons and form-focused activities may reduce engagement by limiting opportunities for meaningful participation. In contrast, communicative and task-based approaches have been shown to enhance motivation by promoting interaction, relevance, and learner autonomy (Nunan, 2004; Ellis, 2003). This suggests that motivation should be understood as both influenced by and responsive to classroom practices.

Importantly, the findings reveal a clear misalignment between observed instructional practices and the principles of Communicative Language Teaching (CLT). While CLT emphasizes interaction, fluency, and authentic communication, classroom practices were characterized by controlled activities, limited interaction, and a strong focus on grammatical accuracy. This discrepancy reflects an implementation gap frequently reported in EFL contexts, particularly in exam-oriented and resource-constrained environments (Li, 2020; Alrabai, 2021).

At the same time, the findings highlight the need for a context-sensitive approach to pedagogical reform. Structural constraints such as large class sizes, limited resources, and assessment pressures may restrict the feasibility of fully communicative approaches. Therefore, a hybrid model that incrementally integrates communicative practices into existing instructional frameworks appears more realistic and sustainable.

From a pedagogical perspective, even modest adjustments in classroom practice could yield significant improvements. Incorporating scaffolded speaking tasks that progress from controlled to open-ended activities may support fluency development while maintaining instructional structure. Increasing the use of English as a medium of instruction and incorporating authentic materials may further enhance both input exposure and communicative engagement.

Overall, the study underscores that communicative competence is not merely the result of exposure to linguistic forms but is fundamentally shaped by interactional opportunities within the classroom. Addressing the identified challenges therefore requires not only pedagogical adjustments but also broader institutional support in the form of teacher development, curriculum alignment, and resource provision.

Implications and Recommendations

The findings of this study carry significant pedagogical, professional, and policy implications for enhancing English language teaching in Libyan secondary schools, particularly in relation to improving students' communicative competence.

From a pedagogical perspective, the results highlight the need to shift from predominantly teacher-centred instruction toward more interactive, learner-centred approaches. Integrating scaffolded Communicative Language Teaching (CLT) tasks such as information-gap activities, role-plays, and structured discussions may provide students with meaningful opportunities to engage in authentic communication. Allocating dedicated time for speaking practice within each lesson (e.g., approximately 15–20 minutes) is likely to support the gradual development of fluency, particularly in productive skills such as speaking and writing.

In terms of teacher development, the findings underscore the importance of context-specific professional training. Targeted workshops focusing on task design, classroom interaction management, and real-time feedback strategies may equip teachers with practical tools to implement communicative approaches effectively. Such training is particularly important in large or resource-constrained classrooms, where managing interactive activities can present additional challenges.

At the policy level, curricular and assessment reforms appear necessary to promote functional language use. Increasing the weighting of communicative and interactive components within secondary school assessments (e.g., incorporating speaking and listening tasks) may encourage both teachers and students to prioritize meaningful language use. Aligning assessment practices with communicative objectives is likely to facilitate a shift from accuracy-focused instruction toward the development of real-world language competence.

Furthermore, addressing resource limitations may require the integration of digital and mobile-assisted language learning tools. Applications such as Duolingo and ELSA Speak have the potential to supplement classroom instruction by providing additional opportunities for listening and speaking practice. The use of such tools may enhance learners' exposure to authentic language input and support more interactive learning experiences, particularly in contexts where traditional instructional materials are limited or outdated.

Importantly, the implementation of these recommendations should be context-sensitive and gradual. Rather than replacing existing instructional practices entirely, a hybrid approach that combines communicative activities with structured instruction may be more feasible in exam-oriented and resource-constrained environments. Such an approach allows for incremental pedagogical change while maintaining alignment with institutional constraints.

Overall, these implications suggest that improving communicative competence in Libyan secondary schools requires a coordinated effort across classroom practice, teacher development, and educational policy. By adopting contextually appropriate and scalable strategies, it is possible to bridge the gap between instructional practices and communicative learning outcomes.

Conclusion

This study shows that secondary school students in Kufrah experience serious difficulties in communicative competence, especially in speaking and listening. The findings also indicate that these difficulties are closely connected to instructional practices, including teacher-centred lessons, limited student interaction, and heavy reliance on the first language.

By combining questionnaire data, teacher interviews, and classroom observations, the study provides a more complete picture of the factors shaping English learning in this context. The results suggest that grammar-focused instruction alone is not sufficient to develop functional language ability. Instead, contextually adapted communicative practices are needed to create more opportunities for interaction, oral production, and meaningful language use.

At the same time, the study recognizes that any pedagogical change must be realistic and sensitive to local constraints such as large classes, limited resources, and exam pressures. A gradual, hybrid approach that combines communicative activities with structured instruction may therefore be the most practical way forward.

Limitations of the Study

Despite its contributions, this study has several limitations. First, the sample was limited to five secondary schools in Kufrah, which may restrict the generalizability of the findings to other regions. Second, the study relied primarily on descriptive statistical analysis, and future research could benefit from incorporating more advanced inferential techniques to examine relationships between variables. Third, while classroom observations provided valuable insights into instructional practices, the number of observed lessons was relatively limited. Future studies could adopt longitudinal designs to capture changes over time and provide a more dynamic understanding of classroom interaction patterns.

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