

## Insights into English Language teaching and learning : A Comparative study of Libyan and International journals

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تاريخ النشر: 2023/12/31

تاريخ القبول: 2023/11/6

تاريخ الارسال: 2023/10/26

### المستخلص:

تهدف هذه الدراسة إلى تحليل الاتجاهات البحثية في مجال تعليم اللغة الإنجليزية من خلال فحص الأبحاث المنشورة في مجلات ليبية ودولية في الفترة من 2018 إلى 2023. تمت دراسة 54 بحثاً من كلا السياقين المحلي والدولي. وركزت الباحثة على مقارنة الأبحاث من حيث موضوع الدراسة والمرحلة التعليمية المستهدفة وأساليب البحث المستخدمة.

أظهرت الدراسة أن المجلات الليبية والدولية تركزت بشكل رئيسي على استخدام الأساليب النوعية في الأبحاث. استخدمت المجلات الليبية الأساليب النوعية بنسبة 70.3%، بينما استخدمت المجلات الدولية الأساليب النوعية بنسبة 74%. ومع ذلك، كان هناك اختلاف في الأدوات المستخدمة، حيث اعتمدت الدراسات الليبية بشكل أكبر على استعراض الأدب والتحليل الوصفي، بينما تركزت الدراسات الدولية بشكل أكبر على الأساليب التجريبية والملاحظة.

بالنسبة لعينة البحث، كانت نسبة مشاركة الطلاب من المرحلة الجامعية متشابهة نسبياً في المجلات الليبية (40.7%) والمجلات الدولية (33.3%). وكانت نسبة مشاركة طلاب المرحلة الابتدائية أعلى في المجلات الدولية (18.5%) مقارنةً بالمجلات الليبية (3.7%). ولاحظ أن هناك مشاركة ضعيفة لطلاب المرحلة الثانوية في كلا النوعين من المجلات (3.7% في كلتا الحالتين). وكانت مشاركة الطلاب والمعلمين ضعيفة عموماً في المجلات الليبية (7.4%) والمجلات الدولية (14.8%). كما كشفت الدراسة أيضاً اهتماماً في كلا السياقين على استراتيجيات التعلم وأساليب التدريس. وعلى الرغم من أن الدراسات التي تركز على نظام اللغة كانت متقاربة في كلا السياقين، إلا أنه كان هناك تركيز واضح على مهارات اللغة في الأبحاث الليبية، مما يشير إلى تحديات وصعوبات قد تواجه المتعلمين الليبيين في هذا الجانب. وفي النهاية، أظهرت الدراسة نقصاً في دراسة جوانب اختبار وتقييم اللغة الإنجليزية والمناهج والأدب الإنجليزي في كلا السياقين.

**الكلمات المفتاحية:** اللغة الإنجليزية، التدريس، التعلم، المراحل التعليمية، المجلات الليبية والعالمية.

### Abstract:

This study examines research trends in the field of language education by analyzing articles from three Libyan journals (Faculty of Arts Journal, Scientific Journal of Faculty of Education, and Abhat Journal), and seven international journals (ELT Journal, English Teaching & Learning, Journal of English Language Learning, International Journal of Education Learning and Development, Arab Journal of Applied Linguistics, Egyptian Journal of English Language and Literature Studies, and Language Learning Journal), published between 2018 and 2023. A total of 54 articles from each context were analyzed to identify research focus, participants, and research methods used in each research paper. Both Libyan and international journals displayed a preference for qualitative methods. Libyan journals utilized qualitative methods at a rate of

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70.3%, while international journals had a little higher prevalence of qualitative methods (74%). However, there were variations in the detailed methodological research tools and approaches used in the studies. Libyan studies relied more heavily on literature review and descriptive analysis, whereas international studies emphasized experimental and observational approaches. Regarding the research sample, the results showed a relatively similar percentage of university student participants in both Libyan (40.7%) and international (33.3%) papers, but international papers had a higher percentage of primary student participants (18.5% vs. 3.7% in Libyan papers). Both types of papers had low participation of secondary students (3.7% in both cases). The involvement of students and teachers was relatively similar but generally low in both Libyan (7.4%) and international (14.8%) papers. The study found that both Libyan and international journals primarily focused on teaching approaches and learning strategies, with international journals having a higher proportion of papers in these areas. There were moderate numbers of papers on the language system in both types of journals, but Libyan research placed more emphasis on language skills, which posed challenges for Libyan learners. Limited research support was identified in the areas of language testing, curriculum, and literature in both Libyan and international journals, indicating different priorities or criteria for publishing papers on these topics. Based on these research trends, sample participants, and methods used in Libyan and international language education journals, the researcher suggests some recommendations.

**Keywords:** English Language, teaching, learning, educational stages, Libyan and International journals.

## Introduction

Educational research plays a vital role in expanding our knowledge and understanding of social, cultural, and educational issues, while also offering practical solutions to the challenges we encounter. It involves a systematic exploration, observation, classification, and interpretation of data to generate reliable findings that can be applied to various contexts (Bransford et al., 2009)

An emerging trend in educational research focuses on the teaching and learning of English in diverse settings (Ma & Kim, 2014). Studies with such these focuses aim to illuminate the current state of affairs and identify effective approaches to overcoming challenges in this field. Comparative research, in particular, enables a broader perspective by examining and contrasting the interests, target participants, and research designs employed across different contexts. Through such comparisons, researchers can gain valuable insights, uncover commonalities and variations, and ultimately enhance our understanding of English teaching and learning (Miri & Shahrok, 2019).

This study specifically aims to explore the research trends in English teaching and learning in Libya and compare them with other context. To achieve this, we will carefully analyse a sample of publications published between 2018 and 2023 in Libyan and international journals. By closely examining the topics, methods, and settings of the studies within a comparative framework, we aim to

identify both the similarities and differences between Libyan and international research trends.

Up to the researcher`s knowledge, such comparative studies are rare within the Libyan context, making this research particularly valuable in bridging the local and international perspectives on challenges, needs, and interests in English teaching and learning. By conducting this study, we will try to anticipate uncovering significant insights into the state of English teaching and learning in Libya. We look forwards that the findings will contribute to a comprehensive understanding of successful practices, challenges, and future research directions.

The subsequent sections of this paper will present further into the theoretical framework, methodology, expected outcomes, and conclusion of this comparative analysis of research trends in English teaching and learning in Libya and other contexts.

## Related Literature

### Research trends analysis and its importance

Research trend analysis plays a crucial role in academic research, as it helps researchers understand the current and future direction of their field. With the rapid expansion of scientific knowledge, it has become increasingly important for researchers to stay abreast of the latest developments. By examining research trends, researchers can identify gaps in existing knowledge and pinpoint areas that require further investigation. Research trend analysis helps identify knowledge gaps and areas for further research, while keeping researchers updated on developments and emerging topics in their field, aiding in planning future work and focusing efforts effectively. As (Selçuk et al., 2014) stated

It was seen that research topics, qualities and quantities, methods and techniques of studies on many fields were evaluated in terms of content analysis and it was attempted to determine the tendencies in a specific field in this way. It is thought that the obtained data will direct educational researches and make significant contributions to developing publishing policies of educational researches. (p. 430).

### Research trends in education and language teaching

Discussing the used approaches and research interests, (Selçuk et al., 2014) conducted a content analysis of articles published in the TED Education and Science Journal in order to identify prevailing trends. 492 articles were selected for analysis using purposive sampling. The selection process focused on articles published between 2007 and 2013. The analysis employed a "Publishing Classification Form" to examine various aspects of the articles, including author information, field of study, subject matter, research methods, data collection tools, sampling procedures, data analysis methods, and discussions. The findings revealed that research areas included educational programs and teaching,

educational administration, mathematics, and science education. Quantitative and descriptive survey research emerged as the most common publication type, with attitude, perception, and personality tests frequently employed as data collection tools. The sampling size primarily ranged from 301 to 1000 participants at the undergraduate level. Descriptive analysis was the most frequently used data analysis technique, while Anova and T-test analyses were also employed extensively.

Reflecting comparative researches trends, (Ma & Kim, 2014) aimed to analyze current research trends and propose future research directions in the field of English education. The researchers surveyed articles published in the domestic journal "English Teaching" (ET) and the international journal "TESOL Quarterly" (TQ) between 2011 and 2013. The analysis focused on participants, research methods, target language skills, and research topics. The findings revealed that university students were the most common participants in both journals, indicating their availability for research in higher educational settings. TQ demonstrated a balanced use of quantitative and qualitative research methods, while ET relied more on quantitative methods and had a higher proportion of mixed method research. Writing skills were predominantly studied in ET, while speaking skills received more attention in TQ, suggesting a growing interest in productive language skills. Socio-cultural factors were the most frequently explored research topic in TQ, while classroom pedagogy prevailed in ET, reflecting the prominence of classroom-based English learning in Korea.

(Clavijo,2015) investigated trends of topics in English teaching. The researcher presents an analysis of thematic trends in the Colombian Applied Linguistics Journal over a three-year period (2013-2015). The study examined 41 research articles and identified five primary themes that received the most attention from authors. It discovered that the most focused themes, (1) approaches to teaching English as a foreign language, (2) language learners' processes and outcomes, including their strategies, motivation, and proficiency development, (3) teacher education, emphasizing the importance of professional development for both pre-service and in-service teachers, (4) critical literacy and literacy practices related to social development, and (5) the use of Spanish as an expression of popular culture and English as a sociolinguistic phenomenon specifically. The study concluded by noting that the diverse range of research within these thematic groups contributes to the journal's focus on Applied Linguistics and English Language Education in Colombia and Latin America.

(Birgili et al., 2021) conducted a study focusing on research trends in a specific teaching methodology, namely flipped learning. Their analysis of 316 articles published between 2012 and 2018 highlighted the widespread use of flipped learning in higher education, particularly in Asia. The study found that

flipped learning positively impacts student performance and improves cognitive, affective, and soft skills.

Focusing on online language learning, (Sallam, et al., 2022) examine the existing research on Language Massive Open Online Courses (LMOOCs) and provide an overview of the types of papers, countries where the studies were conducted, and institutions involved in this field. Additionally, the study aimed to classify the reviewed literature based on a general categorization of MOOCs and identify the key trends and topics of interest among LMOOC researchers. Key findings include a shortage of LMOOC-related articles in CALL journals, Spain emerging as the leading country in LMOOC studies, and the Universidad Nacional de Education a Distancia (UNED) being the most active institution. The main research trends identified were conceptualizing LMOOCs, exploring alternative teaching models, assessing learner motivation and experience, analyzing the teacher's role, examining instructional design, and emphasizing social learning.

(Zainuddin, 2023) examined the research conducted on the role of technology in English language classrooms. The researcher conducted a systematic review of published studies from 2020 to 2022, focusing on 87 relevant articles. The findings revealed that technology is more extensively emphasized in university settings compared to primary schools. The study also highlighted the predominant use of quantitative methods to demonstrate the significant benefits of technology in enhancing language learning.

A study conducted by (Chen, & Cai, 2023) analyzed journal articles related to English microlecture from 2013 to 2022 using the bibliometric analysis method. The findings indicated that research on English microlecture is currently in an exploratory phase without a comprehensive framework. However, there is a significant emphasis on aspects such as teaching level, mode, design, and learning models. The study suggests that English microlecture has the potential to evolve into a structured course and find broader applications in the field of education.

Studies on research trends in various areas worldwide play a crucial role in shedding light on prevailing trends and interests in research methodologies and topics related to teaching and education. These studies don't only provide valuable insights but also enable educators to gain a deeper understanding of their field. Furthermore, they serve as guideposts for future work in the field, helping researchers and practitioners navigate the ever-evolving landscape of teaching and education. In line with this, the present study aims to explore research trends in English teaching and learning in Libya, comparing them with international contexts.

The analysis will involve a careful selection of publications from both Libyan journals ( the Faculty of Arts Journal, Scientific Journal of Faculty of Education,

and Abhat journal) and international journals (including ELT Journal, English Teaching & Learning, Journal of English Language Learning, International Journal of Education Learning and Development, Arab Journal of Applied Linguistics, Egyptian Journal of English Language and Literature Studies, and Language Learning Journal) published between 2018 and 2023. By closely examining the topics, methodologies, and settings of the studies within a comparative framework, the study seeks to address answers to the following questions:

- 1) What are the main research areas in English language teaching and learning at the local and international levels?
- 2) How do the research areas in English language teaching and learning differ between the local and international levels?
- 3) Are there any gaps or areas for improvement in the local research trends in English language teaching and learning when compared to international trends?

### **Methodology Research design**

The researcher employed a comparative strategy that integrated both qualitative and quantitative methods to attain a more comprehensive understanding of the issues being compared. In this process, the researcher read 54 articles to identify trends and methodologies used in the field. The data from these articles were analyzed, and the information was quantified by recording the frequency of mentioned classifications. (Milošević & Maksimović, 2020) stated, “It becomes clear that only a combination of qualitative and quantitative methods in comparative research can contribute to a more realistic view of the compared educational phenomena”. p. 158.

The researcher analyzed and evaluated 54 studies conducted in the field of English language between 2018 and 2023. The examination included three local journals as well as seven international journals. By utilizing the comparative method, the researcher aimed to derive insights that could enhance educational practices and facilitate the formulation of generalized statements about educational systems across various countries. “These studies might contribute to the development of educational practices and to establish generalized statements regarding educational systems in different countries” (Asuman, & Safiye, 2019) P260.

### **The study had the following steps:**

The researcher has concluded these steps after detailed reading to the article written by (Alyona Medelyan, 2015) about (coding qualitative data: how to code qualitative research).

**Selecting the sample of articles:** The study used a systematic sampling strategy to select articles that are published in the last five years (2018-2023) in the field of English language teaching and learning and language system by Libyan, and non-Libyan authors in local and international journals. The study includes 27 articles from each context, resulting in 54 articles for comparison.

**Identifying the coding scheme:** The study used three criteria to compare the articles: focus, methodology, research sample (participants).

**Applying the coding scheme:** The study utilized a manual coding technique to categorize the articles based on a coding scheme. The researcher carefully read each article, applied the criteria, and recorded the frequency of each category for each context.

**Analyzing and interpreting the data:** After coding the data, the researcher analyzed and synthesized the information. This involved calculating the percentages of each code or category within each context. The researcher employed tables facilitate comparisons. By identifying patterns, meanings, and perspectives that emerged from the data, the researcher established connections to existing literature and knowledge in the field

**Reporting and communicating the findings and implications:** The study presents and discusses its results and conclusions, highlighting its contributions and recommendations for further research or practice based on the comparison.

## Data collection

The researcher collected the data from 10 local and international journals that publish research papers on language learning and teaching. The researcher chose these journals because they have high impact factors, peer-review processes, and academic reputations in the field. The researcher selected 27 research papers from each journal that were published between 2018 and 2023, resulting in a total of 54 papers for analysis. The local journals were (Faculty of Arts Journal, Scientific Journal of Faculty of Education and Abhat journal). The international journals were (ELT Journal, English Teaching & Learning, Journal of English language learning, International Journal of Education Learning and Development Arab Journal of Applied Linguistics, Egyptian journal of English language and literature studies, Language learning journal).

**TABLE 1 Number of Articles in Libyan Journals**

| <b>Journals</b>                             | <b>no.</b> |
|---|------------|
| Faculty of Arts Journal                     | 9          |
| Scientific Journal of Faculty of Education. | 10         |
| Abhat journal                               | 8          |

**TABLE 2 Number of Articles in Non-Libyan Journals**

| <b>Journals</b>  | <b>no.</b> |
|--|------------|
| ELT Journal  | 6          |
| English Teaching & Learning                                  | 2          |
| Journal of English language learning                         | 8          |
| International Journal of Education Learning and Development. | 6          |
| Arab Journal of Applied Linguistics                          | 1          |
| Egyptian journal of English language and literature studies  | 3          |



Table (3) source of research

| No. | Research Title  | Place        |
|-----|---|--------------|
| 1   | Challenging Native Speakerism In A Korean College English Course  | Korea        |
| 2   | The Correlation Between Vocabulary Mastery And Their Ability In Writing Descriptive Text  | Indonesia    |
| 3   | The Existing Roles Of Literacy Teachers In The Era Of Multiliteracies: A Sociocultural Perspectives                               | Indonesia    |
| 4   | whatsapp voice note for teaching speaking to the seventh graders in the pandemic era  | Indonesia    |
| 5   | The Use Of Information And Communication Technology (Ict) In Learning Writing.  | Indonesia    |
| 6   | Lecturer' Strategies In Teaching Speaking On Online Learning During Pandemic Covid-19   | Indonesia    |
| 7   | Exploring Conventionalized Phraseology In Advanced Academic Writing Of Tunisian Linguistics Students: A Lexical Bundles Analysis. | Tunis        |
| 8   | Multilingualism In Lebanon: Bridging Reality To Practice  | Lebanon      |
| 9   | A Self-Produced Podcast To Support EFL Learners In Japan  | Japan        |
| 10  | A Corpus-Based Study Of Phrasal Verbs With Key Meanings In Ted Talks  | China        |
| 11  | An Impressionistic Study Of British English Monophthong Produced By L2 Thai Learners  | Thailand     |
| 12  | Demotivating Factors In English Language Learning As Perceived By Newly Hired English Language Teachers                           | Saudi Arabia |
| 13  | Utilizing Canva As Digital Tools To Teach Grammar In Remote Learning Period   | Indonesia    |
| 14  | Willingness To Communicate (WTC) Piaget And Vygotsky On Scaffolding In EFL  | China        |
| 15  | The Application Of Culturally And Linguistically Responsive Pedagogy In English Speaking Classrooms – A Case Study                | Malaysia     |
| 16  | Incorporating Fink's Integrated Model To Developing Writing Courses In College  | China        |
| 17  | Code-Switching In Chinese Junior Secondary School EFL Classes: Functions And Student Preferences,                                 | China        |
| 18  | Developing An Instrument To Assess EFL Learners' Critical Thinking Skills In Writing Expository Problem-Solution Essays           | Indonesia    |
| 19  | EFL Students' Attitudes Towards The English Online Assessments  | Vietnam      |
| 20  | Teachers In Weld Elghalaba: An Appraisal Theory Based Analysis Of Teacher-Student Relationships                                   | Egypt        |
| 21  | Intentionality, Illocutions And Aggression  | Egypt        |
| 22  | Implementing Critical Reading For Reading Competence  | Indonesia    |
| 23  | Improving Speaking Skills Using CLT Method: A Classroom Action Research   | Indonesia    |
| 24  | From Notes To Writing: Three Students In Focus  | Sweden       |
| 25  | A Psycholinguistic Perspective On Error Analysis: The Acquisition Of Tense-Aspect   | Egypt        |
| 26  | Engaging Students In Dialogic Interactions Through Questioning  | China        |
| 27  | Do Students' Oral Corrective Feedback Beliefs Matter To Teachers  | Vietnam      |

**Table (4) Libyan Researches**

|   |
|---|
| 1. A Critical Review Of Presentation, Practice And Production Task-Based Language And Lexical Approaches                                      |
| 2. An Analytical Study On Theme Choices In The Academic Essays Of Libyan Efl Undergraduate Student  |
| 3. An Evaluation of the English Language Textbook for the First Year in the Secondary School in Libya.  |
| 4. Challenges Encountered By Libyan EFL Undergraduate Students In English Research Writing– Misrata University– Libya                         |
| 5. Close Analysis: An Activity for Using Translation in Teaching Writing for Students of English at University Level.                         |
| 6. Cooperative Learning In the EFL Classrooms.  |
| 7. Difficulties In Teaching English Language To Grade Nine At The Fundamental Stage In Misurata City  |
| 8. EFL Professional Ethics: University Instructors ‘awareness And Commitments.  |
| 9. English Language Teaching Curriculum Reform Strategies: A Critical Review.   |
| 10. Enhancing Libyan EFL Undergraduate Students ‘awareness Of Mobile Applications For Learning  |
| 11. Evaluating The Role Of Age In Language Acquisition  |
| 12. Exploring Pronunciation Errors Of Primary Pupils’ School In Misrata Libya   |
| 13. Facebook games for English language learning: what student teachers say?  |
| 14. Investigating Strategies Used By Libyan EFL Teachers In Teaching Reading Comprehension At Sirte Basic Education Schools.                  |
| 15. Investigating Students’ Perceptions And Views Towards The Deployment Of Technology In English Language University                         |
| 16. Language Proficiency Level On Undergraduate Libyan Students’ Use Of Subject Verb Agreement Faculty Of Arts, Misurata University           |
| 17. Negation And Pronoun Position As A Way Of Investigating Verb Movement And The Emergence Of Do Support During Early Modern English.        |
| 18. positive evidence and parameter resetting in the teaching of English grammar to Libyan university students                                |
| 19. Students ‘Difficulties in Changing Active Voice into Passive Voice.   |
| 20. Teaching Literature in EFL Classroom: Challenges and Prospects-Libyan Context.  |
| 21. Test Method Effect And Test-Takers' Scores: A Critical Review Of The Pertinent Literature   |
| 22. The Common Difficulties Of Learning English Vocabulary And Strategies Faced Second Language ELF Students Some Misurata Secondary Schools. |
| 23. The effect of culture and society on communicative language teaching,   |
| 24. The Effect of Using Flipped Classroom Model on Libyan University Students' English Learning.  |
| 25. Writing Problems That Libyan Students Of English Encounter At The English Department  |
| 26. Libyan Students’ Use Of English Coordinating Conjunctions In Their Writing  |
| 27. A Critical Review Of Presentation, Practice And Production Task-Based Language And Lexical Approaches                                     |

## 2. Data classification

In this comparative study, data was classified into three categories: research focus, research methods, and participants. This classification system was based on the one used by (Ma & Kim, 2014) with some modifications. While Ma and Kim divided the research focus category into two subcategories (target language skills and research topics), this study considered research focus as a single category. For example, a research paper titled "Improving Speaking Skills Using CLT Method: A Classroom Action Research" would be classified by Ma and Kim into two categories: speaking (target language skill) and CLT method (research topic). However, in this study, the research focus would be considered as one category (CLT method). Participants were subcategorized into primary school students, secondary school students, university students, teachers, and no participants. Research methods were classified as quantitative, qualitative, and mixed. The focus category was divided into language system, language skills, teaching approaches, learning strategies, language testing, curriculum improvement, and literature. Some articles did not use participants to collect data but instead relied on other criteria such as related literature. These articles were classified as having no participants.

The data analysis included a discussion and comparison of the quantitative and qualitative methods chosen by journal articles in the two settings. The analysis examined the subtypes of these methods, such as surveys, experiments, and case studies for quantitative methods, and interviews, observations, and document analysis for qualitative methods. The analysis also attempted to interpret why certain methods were chosen by the researchers based on the research focus and objectives of their studies.

**TABLE (5) Data Classification-**

| Participants              | research method | research focus         |
|---------------------------|-----------------|------------------------|
| Primary school students   | Quantitative    | language system        |
| Secondary school students | Qualitative     | language skills        |
| University students       | Mixed           | teaching approaches    |
| Teachers                  |                 |                        |
| Teachers and students     |                 | learning strategies    |
| No participants           |                 | language testing       |
|                           |                 | Curriculum improvement |
|                           |                 | Literature             |

## Results and discussion

**TABLE (6) Research Methods Libyan journals**

| Methods      | No | %     |
|--------------|----|-------|
| Quantitative | 4  | 14.8% |
| Qualitative  | 19 | 70.3% |
| Mixed        | 4  | 14.8% |

**TABLE (7) Research Methods international journals**

| Methods      | No | %     |
|--------------|----|-------|
| Quantitative | 4  | 14.8% |
| Qualitative  | 20 | 74.0% |
| Mixed        | 3  | 11.1% |

The tables (6&7) compare the research methods used in Libyan and international journals. Table 6 shows that qualitative methods were the most common in Libyan journals, accounting for 70.3% of the total. Quantitative and mixed methods were equally rare, each representing only 14.8% of the total. Table 7 shows that qualitative methods were also the most prevalent in international journals, with a slightly higher percentage of 74%. Mixed methods were less frequent in international journals than in Libyan journals, with 11.1% of the total. Quantitative methods were similar to Libyan journals.

The research methods employed in both Libyan and international journals show a notable similarity in their preference for qualitative methods. This trend may be attributed to researchers' trust in the validity of data collection through qualitative approaches. However, a closer analysis reveals differences in the employing of these methods. Specifically, most Libyan studies rely on literature review and descriptive analysis to address research questions, with only 9 (47%) qualitative studies out of nineteen utilizing experimental and observation approaches. In contrast, international studies tend to prioritize experimental and observations as the primary tool for addressing practical research questions, with 16 experiments (80% being conducted).

*Note :Sts =students. P. =primary. S.=secondary. U. =university Ts. =teachers.  
Np. = No participants*

**TABLE (8) participants in Libyan journals**

| Participants | No | %     |
|--------------|----|-------|
| P sts        | 1  | 3.7%  |
| S Sts        | 1  | 3.7 % |
| U Sts        | 11 | 40.7% |
| Ts           | 2  | 7.4%  |
| Sts and Ts   | 2  | 7.4%  |
| Np           | 10 | 37.0% |
| Total        | 27 | 100   |

**TABLE (9) participants international journals**

| Participants    | No | %     |
|-----------------|----|-------|
| P sts           | 5  | 18.5% |
| S Sts           | 1  | 3.7%  |
| U Sts           | 9  | 33.3% |
| Ts              | 2  | 7.4 % |
| Sts and Ts      | 4  | 14.8% |
| No participants | 6  | 22.2% |
| Total           | 27 | 100   |

The Libyan papers have a higher percentage of undergraduate students as participants (40.7%) than the international papers (33.3%). This may reflect the ease and accessibility of conducting research with university students, or the lack of interest or opportunity for other groups of participants.

Another notable point is the participation of primary students. The international papers have a higher percentage of primary students as participants (18.5%) than the Libyan papers (3.7%). This shows a low involvement of primary education in Libyan research, which could be a missed opportunity to investigate and address the learning difficulties that students may face at an early stage of English learning.

Both types of papers have a low percentage of secondary students as participants (3.7% for Libyan and 3.7% for international). This could indicate the challenges that researchers face in conducting research in schools, such as difficulties in addressing secondary students' learning obstacles, aligning with the curriculum content, upholding ethical standards, and managing teachers' opinions and expectations. Encouraging and facilitating research in secondary education is essential, as it can offer valuable insights into the needs and preferences of students.

The participation of students and teachers in both types of papers is relatively similar, with 7.4% of papers from Libyan journals and 14.8% of papers from international journals involving their participation. However, these percentages indicate that the level of involvement of students and teachers is not particularly high in either case

The following tables present the distribution of different research focus areas in a sample of 27 Libyan and 27 international journals. The research focus areas are related to various aspects of language learning and teaching, such as language system, language skills, teaching approaches, learning strategies, language testing, curriculum, and literature. Some examples of the titles of the papers are, "Implementing Critical Reading for Reading Competence" (international), "The Effect of Using Flipped Classroom Model on Libyan University Students' English Learning" (Libyan). For a complete list of the summaries of the papers, see Appendixes 1 & 2.

**TABLE 10 research themes Libyan journals**

| Research focus      | No | %     |
|---------------------|----|-------|
| Language system     | 4  | 14.8% |
| Language Skills     | 5  | 18.5% |
| Teaching approaches | 9  | 33.3% |
| Learning strategies | 4  | 14.8% |
| Language testing    | 1  | 3.7%  |
| Curriculum          | 2  | 7.4%  |
| Literature          | 1  | 3.7%  |
| Total               | 27 | 100   |

**TABLE 11 research themes international journals**

| Research focus      | No | %     |
|---------------------|----|-------|
| Language system     | 5  | 18.5% |
| Language Skills     | 1  | 3.7   |
| Teaching approaches | 12 | 44.4% |
| Learning strategies | 7  | 25.9% |
| Language testing    | 2  | 7.4%  |
| Curriculum          | 0  | 0%    |
| Literature          | 0  | 0%    |
| Total               | 27 | 100   |

Both Libyan and international papers give relatively similar focus on teaching approaches and learning strategies areas. This indicates that most problematic issues of language are related to how language could be taught and learned in an effective and extracting methodology. Upon detailed analysis, it becomes notable that international journals extensively explore emerging pedagogical issues and assess their feasibility and effectiveness through research studies. These studies cover topics, (e.g. including native speakerism, the integration of Fink's Integrated Model into writing courses, code switching among Chinese junior learners, appraisal theory-based analysis of teacher-student relationships, implementation of critical reading for reading competence, and fostering dialogic interactions through questioning and oral corrective feedback). In contrast, Libyan research predominantly focuses on examining the advantages of established techniques and conducting literature reviews or critiques. This difference in research priorities highlights the varying interests and approaches taken by Libyan and international researchers in investigating language learning and teaching practices. For more information, see Apendexess1 &2.

Both Libyan and international journals demonstrate a moderate percentage of papers on the language system, with 14.8% for Libyan journals and 18.5% for international journals. However, there is a notable difference in the focus on language skills, with 18.5% for Libyan journals and only 3.7% for international journals. This suggests that language skills may pose more challenges for Libyan learners compared to their international counterparts

Furthermore, both types of journals present a low percentage of papers on language testing (3.7% for Libyan and 7.4% for international), curriculum (7.4% for Libyan and 0% for international), and literature (3.7% for Libyan and 0% for international). The limited research support in these areas could indicate that either

language testing is not considered a complex issue or that there are different criteria or preferences for publishing papers on these topics between the two contexts.

## Conclusion and recommendations

In conclusion, we can observe that both Libyan and international contexts show a preference for qualitative research methods, although there are slight variations in the specific tools used to investigate the topic. There is a strong emphasis in both contexts on learning and teaching methodologies, although the specific issues investigated may vary in terms of why they are being investigated, there could be underlying factors that contribute to these variations. Cultural considerations, challenges faced by Libyan learners, available resources, and support all play a role in shaping the research agenda in Libya.

For instance, Libyan researchers may focus on issues that directly affect their local educational system and address the specific challenges faced by Libyan learners. This could include topics such as language barriers, cultural relevance in teaching materials, or the effectiveness of specific teaching methods in the Libyan context. On the other hand, international researchers may be more interested in broader educational trends, global pedagogical approaches, or cross-cultural comparisons. Their research may aim to explore universal aspects of language learning and teaching or investigate innovative methodologies that can be applied in various international contexts.

The availability of resources and support greatly influences research priorities. International researchers may have access to more collaborations, and have a continuous contact between institutions interested in improving education system. In contrast, Libyan researchers may face limitations in terms of support, lack of connections between research centers and the educational institutions` challenges, and unstable management in educational institutions. Additionally, variations in publishing and reviewing practices between Libyan and international journals can affect the acceptance and publication of research papers on specific topics. Editorial policies, reviewer preferences, and publication criteria may differ, leading to differences in the research focus and methodology employed. Finally, older students are preferred by both Libyan and international researchers, while students in the early stages receive less attention from Libyan researchers. Based on the findings of this research, I would like to offer several recommendations for Libyan researchers interested in language learning and teaching:

**Focus on underrepresented research areas:** It is recommended to conduct more research on areas that are currently underrepresented in the analyzed researches, such as language testing, curriculum development, and literature. Exploring these topics is crucial for the effective development and evaluation of



language learning programs and policies, as well as for fostering a deeper appreciation of language and culture.

**Engage with new pedagogical issues:** Libyan researchers should actively engage with emerging pedagogical issues and conduct experiments to test their applicability and effectiveness. Topics such as critical techniques to improve language skills, practicing and investigating solutions to learning obstacles, integrating new models, online learning and culturally and linguistically responsive pedagogy present exciting avenues for exploration. Researchers can employ an updated variety of data collection and analysis methods.

**Reading and compare Libyan and international journals:** It is important for researchers to read and compare both Libyan and international journals to gain insights from different research perspectives and methods in the field of language learning and teaching. By doing so, researchers can stay informed about current trends and challenges, as well as learn about best practices and standards for conducting and publishing research.

**Foster collaboration and knowledge sharing:** Libyan researchers should actively seek opportunities to participate in or initiate collaborative projects with language researchers and teachers from different contexts. Collaborative projects provide a platform for sharing experiences and challenges, fostering mutual learning and support. Additionally, such collaborations create more opportunities and resources for conducting high quality and diverse research.

**Involve primary students in research:** Libyan researchers could consider involving primary students in their research to shed light on students' learning difficulties and gain valuable insights into effective teaching strategies. This involvement can provide a student-centered perspective and contribute to the development of tailored instructional approaches.

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| Appendix1( summary of international research journals) |   |   |
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| No.  | Research title  | Research summary  |
| 1  | Challenging Native Speakerism In A Korean College English Course                                    | This article discusses the lack of confidence among South Korean students in learning and using English, often attributed to "English trauma." The author explores the negative impact of native speakerism on students' confidence and describes curriculum changes aimed at creating a more humanistic learning environment. The article concludes with the author's reflections on the implemented changes.  |
| 2  | The Correlation Between Vocabulary Mastery And Their Ability In Writing Descriptive Text            | This study aims to assess the vocabulary mastery and writing ability of seventh-grade students in SMP N 3 Bantul Yogyakarta, and examine the correlation between these two skills. Descriptive and correlational analyses were used, and data were collected through multiple-choice and essay tests. The results indicate that students' mean score in vocabulary mastery exceeded the ideal mean, while their mean score in writing ability was close to the ideal mean. The study reveals a positive and significant correlation between vocabulary mastery and writing descriptive text ability, indicating the influence of vocabulary mastery on writing ability. |
| 3  | The Existing Roles Of Literacy Teachers In The Era Of Multiliteracies: A Sociocultural Perspectives | This study explores the concept of literacy and multiliteracies in the postmodern world, emphasizing the roles of literacy teachers in Indonesian classrooms. Traditional literacy is defined as the ability to read and write, while the new literacy approach incorporates contextual representation of texts, diverse meanings, and principles of multiliteracies. Both concepts of literacy are influenced by sociocultural activities in society and the classroom. The study aims to provide an understanding of literacy and multiliteracies in the postmodern world and highlight the practical roles of literacy teachers in Indonesian classrooms.            |
| 4  | whatsapp voice note for teaching speaking to the seventh graders in the pandemic era                | The study aimed to find out (1) the students' perception on the use of whatsapp voice note in teaching and learning speaking to the seventh graders and (2) if whatsapp voice note can improve students' participation in the teaching and learning process. the descriptive qualitative method was applied in this study <sup>1</sup> .the result shows that (1) the seventh graders students prefer to be taught the speaking skill by means of whatsapp voice note and (2) by using whatsapp voice note, most of the students are able and eager to participate more in the teaching and learning process.   |
| 5  | The Use Of Information And Communication Technology (Ict) In Learning Writing Narrativ              | This study focuses on the importance of narrative writing skills and the challenges in teaching writing. One of the reasons for students' lack of interest in writing is the choice of instructional media. Given the need for enjoyable and accessible learning experiences, the study explores the potential of information and communication technology (ICT) as a media tool to facilitate narrative essay development. By using media, it is expected that students will be more engaged and interested in learning. Additionally, media can assist students in overcoming difficulties in choosing narrative topics.  |

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| 6 | Lecturer' Strategies In Teaching Speaking On Online Learning During Pandemic Covid-19   | The study intends to investigate lecturers' practices for teaching speaking in online learning during pandemic covid-19. For lecturer, online learning has posed a new challenge, particularly in the area of teaching speaking. To make the lesson more exciting, the lecturer requires a strategy and should be able to mix it with online learning media. The research was a descriptive qualitative study. The study focused on two Unsika-speaking lecturers. For the study, the researcher employed observation and interviews as instruments. According to the findings of the study, lecturers employ a variety of strategies to teach speaking, including podcasts, debates, and story-telling, retelling, dialogue, and drama. the lecturer combined some media in learning: whatsapp, zoom, microsoft team, google meet, google classroom, youtube and edmodo.  |
| 7 | Exploring Conventionalized Phraseology In Advanced Academic Writing Of Tunisian Linguistics Students: A Lexical Bundles Analysis. | The study investigates the frequency, structure, and function of the most frequently occurring 4-lexical bundles in writings from the field of linguistics. following Biber et al.'s (1999) corpus-driven approach, a total of 87 and 113 lexical bundles were identified in expert and student writing, respectively. The findings revealed substantial differences in the frequency distribution of lexical bundles across the structural categories. More precisely, the study indicated that the student cohort relied heavily on clausal bundles. Expert writers, on the other hand, showed increased use of phrasal bundles, which are considered indicative of proficient academic writing. In terms of function, the analysis showed a preferential attachment to certain lexical bundle functions, with text-oriented bundles occurring significantly in student writing as opposed to research-oriented bundles which were predominantly used in expert writing. |
| 8 | Multilingualism In Lebanon: Bridging Reality To Practice  | Although Lebanese use different languages, mainly Arabic, English, and French, in their daily interactions, the Lebanese educational system continues to adopt monolingual-oriented practices to language teaching. in English language classes, teachers and students are expected to exclusively use the target language as the language of instruction. Such a practice hinders students' engagement in the learning process, especially during early stages, as they often face vocabulary and pronunciation challenges. The article describes how the author utilized her position as an English instructor to teach through the implementation of multilingual strategies. the article draws on her experience and on her students' feedback to provide insights into implementing multilingual strategies to teach English language   |
| 9 | A Self-Produced Podcast To Support EFL Learners In Japan  | The article describes how the author created a podcast to support students' cognitive development by introducing a greater listening component into the course. This would help to provide background schemata to support the curriculum, whilst also providing valuable listening practice for students.  |

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| 10 | A Corpus-Based Study Of Phrasal Verbs With Key Meanings In Ted Talks                                    | The study characterized the most common meaning senses of 150 phrasal verbs among 500 ted talk transcripts based on corpus analyses with their frequency information of meaning senses. Among the final 148 phrasal verb types identified in their ted corpus, 61 of them have one dominant meaning sense (over 80% incidents)   |
| 11 | An Impressionistic Study Of British English Monophthong Produced By L2 Thai Learners                    | This impressionistic study of British English monophthongs produced by 12 Thai learners aims to explore the production of British English monophthongs by 12 Thai learners using an impressionistic study and to investigate the relationship between the target-like production of these monophthongs with vocabulary size, sex of speakers, target vowel, and 12 experience.   |
| 12 | Demotivating Factors In English Language Learning As Perceived By Newly Hired English Language Teachers | The study quines that investigated the perceived topmost factors that cause demotivation in English language learning. The data for this study were collected by means of a questionnaire about factors that demotivate learners. Newly hired English teachers from Elpyi- Jti, royal commission for Jubail and Yanbu responded to the questionnaire. The analysis of the gathered data revealed a number of results. First, "students' behaviour" and "teacher's behaviour" are rated and ranked as the leading demotivating factors in English language learning. second, "poor teaching style" and "poor learning style" are categorized as the topmost demotivating factors related to teachers and students |
| 13 | Utilizing Canva As Digital Tools To Teach Grammar In Remote Learning Period                             | The study discusses the use of canva as a digital tool in teaching grammar in the remote learning period. ten third-year students were selected as the participants of this study. The instruments used were observation and interview. the results showed that canva enhances students' visual skills, interactions, motivation, and engagement in learning grammar   |
| 14 | Willingness To Communicate (WTC) Piaget And Vygotsky On Scaffolding In EFL                              | The article explores the comparative impact of Piagetian symmetrical and Vygotsky an a symmetrical scaffolding on EFL learners' WTC. 77 intermediate EFL learners were selected based on the results of piloted opt and were randomly assigned to two groups of 35 and 42 intermediate EFL learners. In one group, symmetrical scaffolding (peers' assistance) was employed, and in the other, asymmetrical scaffolding (teachers' assistance) was implemented as the treatment. The data analyses revealed that learners' WTC improved significantly through Vygotsky an asymmetrical scaffolding that advocated the significance of the assistance learners receive from the teachers or more competent peers. |

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| 15 | The Application Of Culturally And Linguistically Responsive Pedagogy In English Speaking Classrooms – A Case Study,      | The study aims to investigate the use of CLRP in English speaking classrooms, its impact on student learning outcomes, teacher pedagogy, and classroom dynamics. The research used a qualitative case study approach involving interviews with teachers, classroom observations, and a CLRP-incorporated lesson plan the findings suggest CLRP that positively impacted students' motivation, engagement, and speaking skills, and helped bridge cultural differences. The study provides insights into the potential benefits of incorporating CLRP in English language classrooms in Malaysia and offers recommendations for teachers and policymakers on how to effectively integrate CLRP practices into their pedagogy.  |
| 16 | Incorporating Fink's Integrated Model To Developing Writing Courses In College   | The article presents a writing course design based on Fink's integrated model to strengthen the teaching quality of writing courses and students' active learning. With the analysis of situational factors, the proposed course highlights the interactive integration of learning goals, feedback and assessment, and teaching and learning activities. The four primary activities on such a course are discussed in detail. The results can not only develop students' writing skills in a holistic way but also provide them with significant learning experience.   |
| 17 | Code-Switching In Chinese Junior Secondary School EFL Classes: Functions And Student Preferences,                        | The article sets out to examine why English teachers code-switch in EFL classrooms. In contrast to other studies, this paper highlights the functions of both Mandarin and the Sichuan dialect. The perceptions of different-achieving students are then closely investigated with a view to gauging their ideal teacher CS practice. Participants' triangulated responses revealed that CS mainly served the four major functions of knowledge construction, classroom management, relationship building, and contextual constraint accommodation. This study also provides evidence that Mandarin and the dialect served both similar and different functions in the EFL classrooms. They resemble each other in relationship building while differing in terms of other three functions.   |
| 18 | Developing An Instrument To Assess EFL Learners' Critical Thinking Skills In Writing Expository Problem-Solution Essays, | The study aims to develop an assessment instrument to measure EFL learners' critical thinking skills in writing expository problem-solution essays. The participants of the study were advanced students of academic writing who participated in the pilot study small and large scales. The analysis found that the scores yielded by the two rates were valid and reliable. Furthermore, the score on each component of assessment namely the depth of analysis was .640, the feasibility of solution was .667, the logic of argument was .795 and the use of evidence was .908. These scores are greater than the r table which means that the scores are valid. This suggests that the test instrument and the scoring rubric can be used in assessing EFL students' critical thinking skills particularly on the ability to analyze an issue, propose suitable solution, provide logic argument, and use of relevant evidence. |

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| 19 | EFL Students' Attitudes Towards The English Online Assessments                                  | The study investigated students' opinions of an English online assessment in terms of affective, cognitive, and behavioural factors. It aims to gauge students' perspectives of the English online assessment currently employed at their institution and to find out their difficulties when taking online exams. 110 students who have been attending general English courses at a public university in ho chi minh city, Vietnam. The participants responded to a questionnaire including 28 items asking mainly about the advantages and disadvantages of the English online assessment that they experienced in their last course. The results revealed that most of the students had positive attitudes toward the online assessment mode although they also experienced several shortcomings when taking the English online exams   |
| 20 | Teachers In Weld Elghalaba: An Appraisal Theory Based Analysis Of Teacher-Student Relationships | The article examines the portrayal of teachers by analyzing their verbal behaviours using martin and white's appraisal model with the exception of the appreciation domain of appraisal. The data selected includes weld elghalaba (2019), an Egyptian television series. The verbal behaviours of teachers are examined in terms of the presence of martin and white's (2005) three domains of appraisal: attitude, engagement and graduation in addition to the frequency count of these three domains. The analysis shows that teachers in the television series are portrayed both positively and negatively. Teachers as presented as dedicated individuals who are not afraid to show satisfaction towards the answers provided by students. Teachers are also presented as individuals who care about teaching their students moral lessons. However, they often disagree with statement provided by students or deny certain requests. |
| 21 | Intentionality, Illocutions And Aggression  | The article examines the notion of intentionality and its relationship with the notion of illocutionary force and their connection to the phenomenon of linguistic aggression. The phenomenon of linguistic aggression is best understood in the framework of the concepts of speech act theory. Aggression is realized linguistically in the form of speech acts that carry an aggressive illocutionary force. Such an illocutionary force is an expression of an utterer intention. The article discusses the different pragmatic approaches to the notion of intention and how it relates to illocutionary force and linguistic aggression.   |
| 22 | Implementing Critical Reading For Reading Competence  | The aim of this study was to investigate the impact of critical reading strategies on students' reading competence. The participants of this research were semester three students of English education and the sample size was twenty-three students the research showed that this strategy enhanced students' reading competence. The students' mean score in cycle two test was 80.95, which was much better than cycle one (70.94). based on the result above it can be concluded that critical reading could enhance students' reading competence.  |

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| 23 | Improving Speaking Skills Using Clt Method: A Classroom Action Research           | The research was conducted based on an internship of teaching two English enrichment classes, involving 25 students of grade 7 in Sekolah Kallista to determine the effectiveness of providing sentence starters and incorporating images activities as a part of the communicative language teaching (CLT) method The results of the post-test showed that the scores of the students increased from their pre-test scores, proving that the implementation was effective in supporting students' improving their speaking skills, as well as providing them with an enjoyable atmosphere in learning and allowing them to express creativity throughout the lesson.   |
| 24 | From Notes To Writing: Three Students In Focus                                    | This paper explores the relationship between L2 English students' note-taking during listening and their writing tasks. As more students study content courses in their second language through English medium instruction, the importance of L2 note-taking skills is gaining attention. The study analyzes the notes taken by three L2 English students during an academic English listening task and examines how these notes are used in subsequent writing assignments. Both quantitative and qualitative analysis of the written tasks are conducted, considering the content of the notes. The findings provide insights into how notes contribute to post-listening writing tasks and offer pedagogical implications regarding the relationship between note-taking and writing.                          |
| 25 | A Psycholinguistic Perspective On Error Analysis: The Acquisition Of Tense-Aspect | This study explores the relationship between psycholinguistics and second language acquisition, specifically focusing on how Egyptian students with Arabic as their first language acquire tense-aspect in English. The study analyzes common errors in their writing and investigates the influence of native language interference. The findings suggest that learners' processing techniques lead to transfer and written errors.  |
| 26 | Engaging Students In Dialogic Interactions Through Questioning                    | This paper presents a study of EFLclassroom talk with the focus on how teachers successfully encourage and elicit student dialogic talk through questioning. It is based on observation data from forty-nine classes involving eleven teaching staff in a university in central china. The findings reveal the difficulty of engaging students to be the first to participate in dialogic interactions in a culture where deeply engrained reserve is the accepted norm. Two teacher questioning patterns are identified that are effective in eliciting students' first dialogic contribution in each interaction. These patterns can also serve as a profitable investment to elicit subsequent productive talk from students. This study also argues for a situated, contextualized analysis of classroom talk |



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| 27 | Do Students' Oral Corrective Feedback Beliefs Matter To Teachers | This study examines the impact of students' beliefs on teachers' beliefs regarding oral corrective feedback. A targeted professional development program was implemented, consisting of a one-day seminar and eight weeks of reflective practice. Eleven high-school EFL teachers participated in the program. The findings indicate that while the teachers did not explicitly recognize the influence of their students' beliefs, their follow-up interviews and reflections revealed significant changes in their views on immediate feedback, feedback types, and the interaction between contextual and learner factors. These changes were aligned with their students' feedback preferences and research recommendations |
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## Appendix2 ( summary of Libyan research journals

| No. | Research title   |
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| 1   | Teacher Power And Gender In The Class Room Discourse Of Efl Teacher Educators: Insights From A Case Study  |
| 2   | Facebook games for English language learning: what student-teachers say?.                                  |
| 3   | positive evidence and parameter resetting in the teaching of English grammar to Libyan university students |

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| 4 | An Analytical Study On Theme Choices In The Academic Essays Of Libyan Efl Undergraduate Student                                    | This study examines the frequency of different types of themes in academic essays written by advanced EFL students. The appropriate choice of theme is important for delivering the intended message effectively. By analyzing 15 essays, the study finds that the topical unmarked theme is the most dominant, followed by textual themes. The interpersonal theme is rarely used. The study discusses the implications, limitations, and contextualizes the findings within existing literature.   |
| 5 | Negation And Pronoun Position As A Way Of Investigating Verb Movement And The Emergence Of Do Support During Early Modern English. | his paper analyzes the rise of do support and the loss of verb movement in early modern English. It focuses on the structures where do support replaces verb raising, particularly in negative interrogative structures. The analysis considers the relationship between the position of the negation marker, subject pronouns, and object pronouns. The data, taken from Shakespeare's works, indicate that do support is present when subject pronouns precede negation, but not when object pronouns do. This suggests that do was introduced to prevent object raising and to avoid specific pronoun positions.  |
| 6 | Libyan Students' Use Of English Coordinating Conjunctions In Their Writing   | This study examines the use of English coordinating conjunctions (for, and, nor, but, or, yet, and so) by Libyan university students learning English as a foreign language. Data was collected from 34 students at the Department of English, Faculty of Arts, Misurata University. The students were tested on their ability to fill gaps in sentences and write paragraphs. The analysis focused on students' recognition of semantic functions, frequency of occurrence, and appropriate/inappropriate use of these conjunctions. The findings indicate that the majority of participants struggled to recognize the semantic functions of unfamiliar conjunctions, preferred certain coordinators over others, and used conjunctions incorrectly in their writing |
| 7 | Language Proficiency Level On Undergraduate Libyan Students' Use Of Subject Verb Agreement Faculty Of Arts, Misurata University    | This study focuses on the challenges faced by EFL Libyan teachers in implementing Communicative Language Teaching (CLT) at a secondary school in Libya. Through qualitative methods such as semi-structured interviews and observations, the study explores the perceptions and perspectives of 10 purposively selected participants. The findings reveal several main challenges, including limited knowledge of CLT, time constraints for syllabus coverage, large class sizes, cultural norms affecting certain activities, lack of familiarity with technology, and insufficient technological resources. Additionally, the study highlights how inspectors' evaluation criteria based on  |

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|    |   | traditional teaching methods hinder the adoption of CLT.   |
| 8  | Evaluating The Role Of Age In Language Acquisition                        | This paper is a theoretical study that evaluates the role of age in language acquisition, with a focus on the critical period hypothesis (cph). the cph claims that there is a certain point of age after which people cannot attain perfect mastery of a first or second language. The paper reviews some empirical studies that support or challenge the cph, and discusses some factors that may affect language acquisition such as cognitive development, motivation, attitude, aptitude, personality, learning style, and environment. The paper concludes that age is not the only determinant of language acquisition success or failure, but it is one of many interacting factors that influence language learning outcomes.   |
| 9  | Exploring Pronunciation Errors Of Primary Pupils' School In Misrata Libya | This paper aimed to explore the pronunciation errors made by the pupils of primary schools in Misrata; and found out the reason that the pupils pronouncing the words in such a way. it also tried to help teachers and learners of english as a foreign language to overcoming the English pronunciation errors. in addition, the current paper is an attempt to raise the issue understanding the importance of error correction in the process of acquiring a second language (l2). to achieve these aims a group of fourth and fifth grade pupils were interviewed and asked to pronounce a number of English words, to explore their correct, and incorrect pronunciation. to find out the reasons of the participants' pronunciation errors, data was analyzed based on the phonemic transcription of the Cambridge English pronunciation dictionary. the results. |
| 10 | The effect of culture and society on communicative language teaching,     | This paper tries to explore the effect of culture and society in teaching the English language following the communicative language teaching approach. it provides clarifications of the meaning of communicative competence and its components and how it differs from linguistic competence and other types of competence. also, the intercultural competence has been considered in this paper as it plays an important role in language teaching as well. the appropriate use of a language comes from its use within the society. the society of the target language, which is English, and its culture have significant influence in teaching  |

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|    |   | English as a foreign language. this research paper shows that language and culture are related to each other and using the language appropriately requires the possess of good knowledge and background about the target language's culture and society.  |
| 11 | Test Method Effect And Test-Takers' Scores: A Critical Review Of The Pertinent Literature   | This study explores the impact of different test methods on students' performance. It focuses on how the design and format of language tests, including selected-response and constructed response items, can affect test scores. The paper provides an explanation of the concept of "test method effect" based on an integrative literature review. The findings suggest that the test method effect exists, but its relationship with test-taker performance may not always be linear, as other factors can also influence test outcomes.  |
| 12 | The Common Difficulties Of Learning English Vocabulary And Strategies Faced Second Language ELF Students Some Misurata Secondary Schools. | This paper is a mixed-methods study that aims to investigate the types and causes of difficulties that efl students face when learning English vocabulary, and to suggest some strategies that teachers can use to help them overcome these difficulties. The paper uses a survey and an observation to collect data from 30 female ELF students and three teachers in two secondary schools in Misurata. The paper finds that some of the main difficulties that students face are pronouncing, writing, spelling, and using words correctly in different contexts. The paper also finds that some teachers do not use effective strategies to teach new vocabulary, such as using pictures, games, songs, or stories. |
| 13 | Investigating Students' Perceptions And Views Towards The Deployment Of Technology In English Language University                         | This research involves understanding the students' perception of the use of technology in classroom instruction. the research methodological utilization was quantitatively based by means of a questionnaire completed by 60 undergraduate students at the department of English, faculty of education, Misurata university. in addition to students' perceptions, the questionnaire focus was also eliciting the importance of deploying technology as a mean of delivering English subject classes. based on the data collected, most of the participants perceived using technology in classrooms teaching and learning is vital as it can play a great role in language learning. also, the results of the         |

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|    |  | study indicate that integrating instructional technology in teaching and learning would make the classroom environment more interesting and hence can enhance the process of teaching and learning.   |
| 14 | Teaching Literature In EFL Classroom: Challenges And Prospects-Libyan Context.                                     | The paper argues that literature is an important component of effective language learning, but it is only partially incorporated in the school curriculum. The paper identifies some of the problems that hinder the successful teaching of literature, such as the lack of teacher training, coordination, resources, and motivation. The paper also suggests some model approaches to teaching literature that suit different goals, such as developing language skills, critical thinking skills, and cultural awareness. The paper concludes that literature should be popularized and integrated in the EFL classroom and beyond.  |
| 15 | Cooperative Learning In The EFL Classrooms.  | his paper examines the effects of implementing cooperative language learning in EFL classrooms. It defines cooperative learning as a student-centered approach where students work together in small groups towards a common goal. The paper discusses the necessary elements for successful cooperative learning structures and explores different types and models of cooperative learning. It highlights the benefits of using cooperative learning in terms of academic achievement, interpersonal relationships, psychological health, and social competence. The usefulness of cooperative learning in EFL classrooms is supported by relevant literature.  |
| 16 | Challenges Encountered By Libyan EFL Undergraduate Students In English Research Writing– Misrata University– Libya | This qualitative research paper identifies challenges faced by Libyan EFL undergraduate students in English research writing. The study analyzes ten research papers from students in the English department at Misrata University. The analysis focuses on issues such as intext citation, referencing, language use (grammar and vocabulary), building arguments, and coherence of ideas. The findings reveal that building arguments and critical analysis were the main challenges, followed by referencing and citation. Coherence, grammar, and vocabulary were relatively less problematic. A possible solution suggested is to teach research methods over two semesters, integrating theory and practice |
| 17 | Writing Problems That Libyan Students Of English Encounter At The English Department                               | The study aims at exploring the problems of writing that the students face in writing as well as knowing their strategies in organizing their writing when they write a paragraph. The students' errors were grouped and analyzed manually by the researchers. The study reveals that the mentioned students commit many mistakes in  |

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|    |   | <p>their writing. these mistakes are: grammatical mistakes, punctuation problems, spelling mistakes, capitalization problems, and poor organization or illogical sequence. the study concludes with some pedagogical recommendations which may help the teachers as well as the students of English in teaching and learning this subject in the future.</p>   |
| 18 | EFL Professional Ethics: University Instructors 'awareness And Commitments .                          | <p>The article explores the professional ethics of teaching English as a foreign language in Libya. it uses a questionnaire to collect data from 58 university instructors. It finds that Libyan universities lack written ethical codes and do not monitor instructors' commitment to them. it suggests that a consistent ethical code is needed for EFL teaching in Libya and other FL contexts.</p>   |
| 19 | A Critical Review Of Presentation, Practice And Production Task-Based Language And Lexical Approaches | <p>This paper is an experimental study that investigates the effectiveness of using task-based learning approach on developing some oral communication skills of EFL learners. The paper uses a pre-test and post-test design to collect data from 40 EFL students at the faculty of education, zawia university. The paper compares the performance of two groups: an experimental group that received task-based learning instruction and a control group that received traditional instruction. The paper finds that the experimental group showed significant improvement in their oral communication skills compared to the control group. The paper also finds that using task-based learning approach increased the students' interaction, participation, and motivation in learning.</p> |
| 20 | Students 'Difficulties In Changing Active Voice Into Passive Voice .                                  | <p>This research investigates the challenges faced by undergraduate students in converting active sentences to passive sentences in various tenses. Questionnaires and tests were used to collect data. The findings indicate that many students struggled with producing accurate passive sentences, particularly in the present perfect progressive tense. The study suggests that the limited time allocated for grammar instruction in the Libyan semester system may contribute to these difficulties. It recommends the University of Benghazi to reconsider the time allocation for grammar lessons.</p>  |
| 21 | English Language Teaching Curriculum Reform Strategies: A Critical Review.                            | <p>This paper addresses the challenges and failures often encountered in implementing curricula reforms for English language teaching. It emphasizes the importance of understanding key concepts related to the reform process. The study aims to provide insights and guidance for educational policy makers, curriculum</p>   |

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|    |  | developers, and teacher education programs in the field of English language teaching and education in general.   |
| 22 | Enhancing Libyan EFL Undergraduate Students 'awareness Of Mobile Applications For Learning                               | This study aims to evaluate the extent to which students are using mobile applications for learning English. the participants of this study were 20 students from the English department at sirte university. A semi-structured questionnaire adopted from mospan (2015) was used to collect the data. This research used both quantitative and qualitative research designs; the quantitative data was analyzed manually, and content analysis was applied to the qualitative data. The results of the study revealed that a vast majority of participants reported that they are motivated to use mobile applications for learning English. However, there were some hindrances preventing students from using mobile apps for learning English. |
| 23 | An Evaluation Of The English Language Textbook For The First Year In The Secondary School in Libya.                      | The article evaluates the English textbook for the first year in the secondary school in Libya. It uses a questionnaire and textual analysis to collect data from students and teachers. It finds that the textbook has many problems in terms of its design, content, and suitability for the Libyan context. It also finds that the textbook does not integrate skills, tasks, and assessment well. it suggests that textbook designers should consider students' needs, cultural needs, and time constraints more carefully   |
| 24 | Close Analysis: An Activity For Using Translation In Teaching Writing For Students Of English At University Level.       | The article presents an activity that uses translation to teach writing to university students of English. The activity involves translating an Arabic text into English and comparing and discussing the translations. The activity also involves revising and editing the translations based on feedback. The article explains the steps, outcomes, benefits and challenges of the activity. received message  |
| 25 | Investigating Strategies Used By Libyan EFL Teachers In Teaching Reading Comprehension At Sirte Basic Education Schools. | The article investigates the strategies and difficulties of teaching reading comprehension to basic education pupils in sirte, Libya. It uses a questionnaire and an observation to collect data from 20 teachers. It identifies five common strategies and four major difficulties. It suggests some ways to improve the teaching and learning of reading comprehension.  |
| 26 | Difficulties In Teaching English Language To Grade Nine At The Fundamental Stage In Misurata City                        | The article investigates the problems and difficulties of teaching English language to grade nine students in Misurata city. It uses a questionnaire to collect data from teachers, students, and inspectors of English. It identifies several problems such as large classes, unqualified teachers, Arabic interference, students' anxiety, pronunciation difficulties, and writing   |

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|    |  | difficulties. It recommends some solutions such as using modern teaching strategies and approaches.   |
| 27 | The Effect Of Using Flipped Classroom Model On Libyan University Students' English Learning. | This study investigated the effectiveness of the flipped classroom model in learning English as a foreign language and students' attitudes towards it. The sample included 31 students from Misurata University. The participants were divided into an experimental group (taught with the flipped classroom strategy) and a control group (taught using traditional methods). Data collection tools included an EFL test and a questionnaire to assess attitudes towards the flipped classroom. Pre-tests and post-tests were conducted for both groups, and the questionnaire was administered to the experimental group only. The results indicated that implementing the flipped classroom strategy had a significant positive impact on students' English language performance, and the questionnaire responses showed favorable attitudes towards the flipped teaching approach |