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The Challenges Faced by International Students in Learning English at Al-Madinah International School, Zliten, Libya

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التحديات التي تواجه الطلاب في تعلم اللغة الإنجليزية في مدرسة المدينة العالمية، زليتن، ليبيا

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Abstract

The international school helps international students learn English and improves their language level. This study aims to help the students improve their English language and face the difficulties that prevent them from learning it. However, it has been shown that the International School suffers from a lack of strategies and modern methods in teaching the English language. This research used qualitative and quantitative methods, and it included 12 students from grades five, six, seven, and eight, as well as four teachers in the International School. Therefore, the results have shown that the majority of the students and some teachers declare that the school lacks modern strategies for teaching the English language. The researchers recommended that the students should develop their language by themselves and also recommend that the school improve the educational process in all aspects of teaching by using modern strategies and methods.

Keywords: International Students, Learning English, Al-Madinah International School.

الملخص

تساعد المدرسة الدولية الطلاب الدوليين علي تعلم اللغة الإنجليزية وتحسين مستواهم اللغوي. تهدف هذه الدراسة إلى مساعدة الطلاب على تحسين اللغة الإنجليزية لديهم ومساعدتهم على مواجهة التحديات التي تواجههم في تعلمها. وعلاوة على ذلك، فقد أوضح أن المدرسة الدولية في زليتن تعاني من نقص في الاستراتيجيات والأساليب الحديثة في تدريس اللغة الإنجليزية. بالإضافة إلى

ذلك استخدم هذا المشروع الأساليب الكمية والنوعية كما تكونت العينات من 12 طالب من الفصول الخامس السادس السابع الثامن، كما تكونت من 4 أساتذة في المدرسة الدولية. علاوة على ذلك، أظهرت النتائج أن معظم الطلاب وبعض الأساتذة أوضحوا أن المدرسة الدولية في زلتين تنقصها الاستراتيجيات الحديثة في تدريس اللغة الإنجليزية. وأخيراً، أوصى هذا البحث بأنه يجب على الطلاب محاولة تطوير لغتهم بأنفسهم لزيادة مستوى اللغة لديهم، وأوصى المدرسة بتطوير العملية التعليمية بكل نواحيها في تدريس اللغة الإنجليزية وذلك باستخدام التكنولوجيا وطرق أكثر حداثة.

الكلمات الدالة: الطلاب الدوليون، تعليم الإنجليزية، مدرسة المدينة العالمية.

1. Introduction

Language is a vital tool for communication, enabling individuals to express thoughts, opinions, and feelings, thus facilitating understanding between parties. In our modern world, many languages are spoken, with English emerging as the dominant global language (Putra, 2020a). Its widespread use in commercial and cultural fields, especially in countries influenced by British imperialism, underscores its importance. English is essential in various domains such as science, aviation, computing, diplomacy, and tourism, making it a crucial skill for securing positions in global companies. The advent of technology has further entrenched English in fields like engineering, medicine, and education, demonstrating the significant role it plays in advancing career and educational prospects (Ilyosovna, 2020; Ahmed Sheikh, 2016).

International schools, like the International School in Zliten, provide an optimal environment for teaching English, offering prestigious curricula such as the International Baccalaureate (IB) and Advanced Placement (AP) (Bunnell et al., 2016). These schools foster a multicultural learning environment, enhancing students' language skills and cultural awareness. The International School in Zliten, established in 2020, follows the National Curriculum of England, blending it with IGCSE and A-level programs while incorporating Arabic and Islamic Studies. Despite the enriching educational experience provided by international schools, students at the International School in Zliten face unique challenges that impact their academic performance compared to their international peers. This research aims to identify these challenges and propose solutions to improve the educational outcomes for these students.

The importance of the English language in education cannot be overstated, as it serves as a primary means of communication globally. With approximately 1 billion speakers, English is recognized as the most widely used language in the world, functioning as an official language in 67 countries and a secondary language in many others (Ilyosovna, 2020). This widespread usage can be attributed to the historical influence of the British Empire, which imposed English in various regions. As the dominant language in higher education, English is essential for accessing a vast array of academic literature, particularly in fields like science, engineering, medicine, and technology. The ability to communicate in English enhances



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students' career prospects and fosters a self-learning mindset, as they can leverage online resources and study independently (Parupalli, 2019).

Moreover, understanding the needs and preferences of students is crucial in developing effective English language curricula, as it allows educators to tailor their teaching strategies to enhance linguistic proficiency and academic performance (Abdulkhay, 2021). As the English language becomes increasingly integral to global business and communication, proficiency in English equips individuals with valuable skills necessary for thriving in a competitive international market (Manivannan, 2022). The evolution of English as a multifaceted language highlights its role in various domains, from education to commerce, reinforcing the necessity for learners to acquire English for effective participation in today's interconnected world (Putra, 2020b).

The importance of learning English at a young age is underscored, as it facilitates access to global opportunities and is increasingly essential for academic and career prospects. However, English teaching in Libya faces numerous issues, including underqualified teachers, outdated teaching methods, and insufficient resources. The study identifies that many students approach English primarily as a means to pass tests rather than for genuine communication (Zaghvani, 2020). Consequently, there is a pressing need for professional development for teachers and a reform of the English language curriculum in Libyan schools to meet modern educational demands and enhance student motivation to learn the language (Mustafa et al., 2023).

The successful integration of technology in teaching English to young learners heavily relies on teachers' attitudes, knowledge, and the obstacles they face. A study by Mohboubeh and Zahra (2020) surveyed 95 English language instructors from Iranian language centers, revealing a general positive trend toward using technology in classrooms. However, it also highlighted a significant gap in teachers' pedagogical and technological skills necessary for effective technology use. Many teachers expressed a willingness to participate in technology-based professional development programs, yet most had not received adequate training, facing challenges such as lack of resources and institutional support. In addition to this technological aspect, factors like age, motivation, and social skills play crucial roles in language acquisition, with younger learners demonstrating advantages such as greater ease in language acquisition and lower anxiety levels (Damar et al., 2013). Thus, teaching English to young learners not only involves language proficiency but also nurturing their cultural awareness, using technology to enhance engagement and understanding (Dewi, 2019).

Furthermore, YouTube has emerged as a valuable resource for language learning among young learners, offering a familiar platform for engagement. Listiain and Sumastini (2021) synthesized existing research on the efficacy of YouTube in teaching English to bilingual learners, noting its potential benefits

alongside some limitations, such as the need for reliable internet access and distractions from ads or irrelevant content. They emphasized the importance of addressing these drawbacks to maximize the benefits of YouTube in language education. Effective teaching methods for young learners require an understanding of their unique needs and appropriate task selection to create a meaningful and enjoyable learning experience (Janita Norena, 2020). Therefore, while technological tools like YouTube can significantly enhance English language instruction, educators must be equipped with the necessary skills and strategies to implement these tools effectively.

Integrating short stories into English language teaching (ELT) can significantly enhance learners' abilities across different levels. Murdoch (2002) emphasizes that carefully selected short stories can provide enriching content for students, particularly those at intermediate proficiency levels. By engaging students in activities like writing, acting out dialogues, and discussions, short stories can serve as valuable resources that reinforce language skills. This student-centered approach not only deepens students' understanding of the narratives but also allows them to express their opinions and enhance their foundational language competencies. To cater to diverse learning styles, teachers are encouraged to develop varied tasks and activities, ensuring that all instruction takes place in English to create an immersive language environment. Thus, short stories functioned as a language model, aiding learners in better understanding the language's purpose and improving their grammatical accuracy, cohesion, and coherence. Group work offered opportunities for students to discuss ideas, develop written and speaking skills, and express views on cultural and historical topics. The development of language and phrases boosted students' communication skills and self-confidence, especially during oral presentations. Additionally, the variety of activities maintained students' interest and enjoyment throughout the project. Given the positive outcomes, it is recommended that teachers incorporate such activities and content in the English classroom to motivate students in language practice (Salem, 2022).

Furthermore, recent research by Sanoussi and Al Jawad (2020) explored the impact of YouTube on improving speaking skills among secondary school students in Kufrah, Libya. Utilizing a quasi-experimental design, the study involved fifty students from Ahfad Al Mokhtar School and employed oral exams as the primary assessment tool. Results indicated that students exposed to YouTube instruction outperformed their peers taught through traditional methods, highlighting the effectiveness of digital resources in language education. The study recommends that the Ministry of Education in Libya consider incorporating YouTube into the curriculum and that EFL teachers recognize the benefits of these videos in enhancing language instruction. Overall, this study supports the idea that integrating modern tools like YouTube can significantly improve students' English language skills, urging further training for teachers on effective implementation strategies.



1.1. The Problem Statement

Choosing the right educational institution is a significant decision for parents and children. International schools are often preferred for their ability to enhance students' academic levels and skills. However, students at International Al-Alameia School perform below the standards of their peers at other international schools. This discrepancy is primarily due to the challenges and deficiencies in the teaching methods at Al-Alameia School. Addressing these issues is crucial for improving the educational outcomes of the students and bringing them up to par with other international school students.

1.2. Aims of the study

Research on the challenges faced by students at International Al-Alameia School is vital as it can positively impact their educational experiences and broader community. Understanding these challenges and finding developmental solutions can help improve students' academic success and overall well-being. The study aims to identify what works well for international students and areas needing improvement, emphasizing the significant contributions of international students to higher education. The project goals include recruiting qualified teachers, providing professional development, fostering a supportive and culturally aware environment, and preparing students for higher education and global opportunities. The study seeks to develop cultural awareness, language skills, and internationally transferrable skills while enhancing students' transition experiences and engagement in international opportunities.

2. Method

This research is done at Al-Madinah International School in Zliten. The approaches used in this research are quantitative and qualitative (open-ended, closed-ended, and open-ended for teacher). The samples for this research were taken from the international school in Zliten, which included about 12 students from the fifth, sixth, seventh and eighth class. The questionnaire included about 20 questions that investigates the challenges faced by international students in learning English at Al-Madinah International School. In addition, about 4 teachers are taken from the international school to answer the open-ended questionnaire (see Appendix).

3. The Findings

3.1. The Finding and Analysis Students Closed Ended Questionnaire

3.1.1. The classrooms in school are interesting place to learn English language:

Figure (1) shows the result of participants answer to "The classrooms in school are interesting place to learn English language". (66.6%) of participants chose "strongly agree "(16.6%) of participants chose "agree",

(16.6%) of participants chose "neutral", and (0%) of participants chose "disagree", and (0%) of participants chose "strongly disagree".

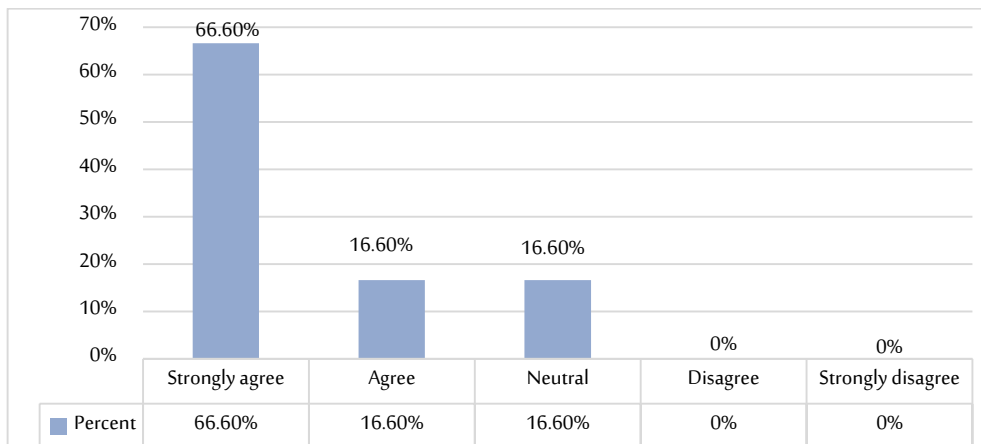


Figure 1. The classrooms in school are interesting place to learn English language.

3.1.2. The school provides journey through period study at summer holiday:

Figure (2) shows the result of participants answer to "The school provides journey through period study at summer holiday." (0%) of participants chose "strongly agree" (16.6%) of participants chose "agree", (25%) of participants chose "neutral", and (16.6%) of participants chose "disagree", and (41.6%) the largest number of participants chose "strongly disagree".

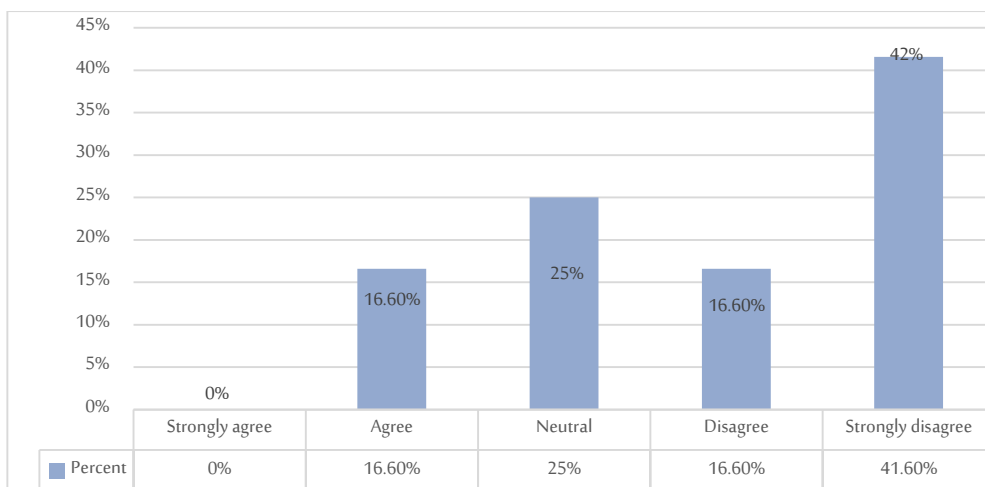


Figure 2. The school provides journey through period study at summer holiday.



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3.1.3. The classroom provides modern technology like smart board for easy writing:

Figure (3) shows the result of participants answer to "The classroom provides modern technology like smart board for easy writing." (0%) of participants chose "strongly agree" (0%) of participants chose "agree", (8.30%) of participants chose "neutral", and (33.30%) of participants chose "disagree", and (58.3%) the largest number of participants chose "strongly disagree". Mohboubeh and Zahra (2020) agreed and pointed out that there is an essential necessity to incorporate technology into the English language education practice.

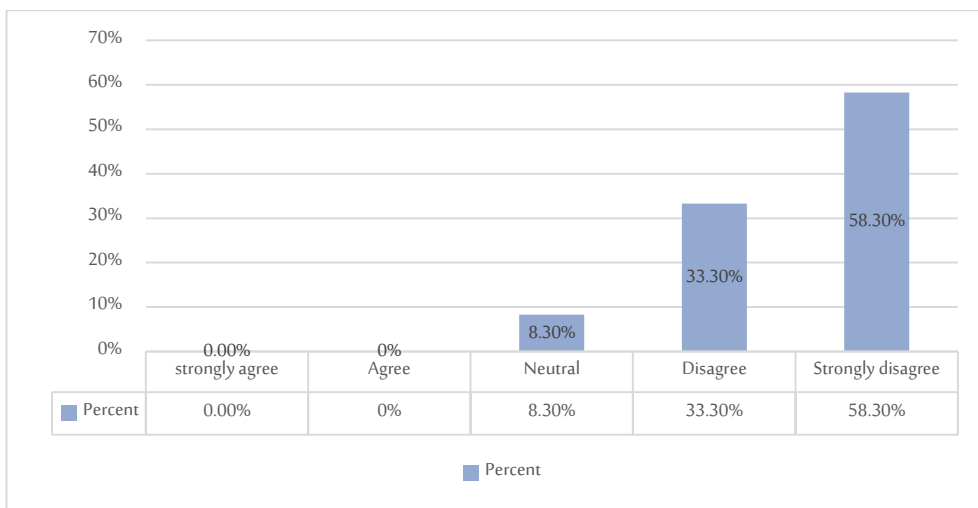


Figure 3. The classroom provides modern technology like smart board for easy writing.

3.1.4. There are entertainment activities during the week at school:

Figure (4) shows the result of participants answer to "There are entertainment activities during the week at school" (0%) of participants chose "strongly agree" (8.30%) of participants chose "agree", (16.60%) of participants chose "neutral", and (41.60%) of participants chose "disagree", and (33.30%) of participants chose "strongly disagree".

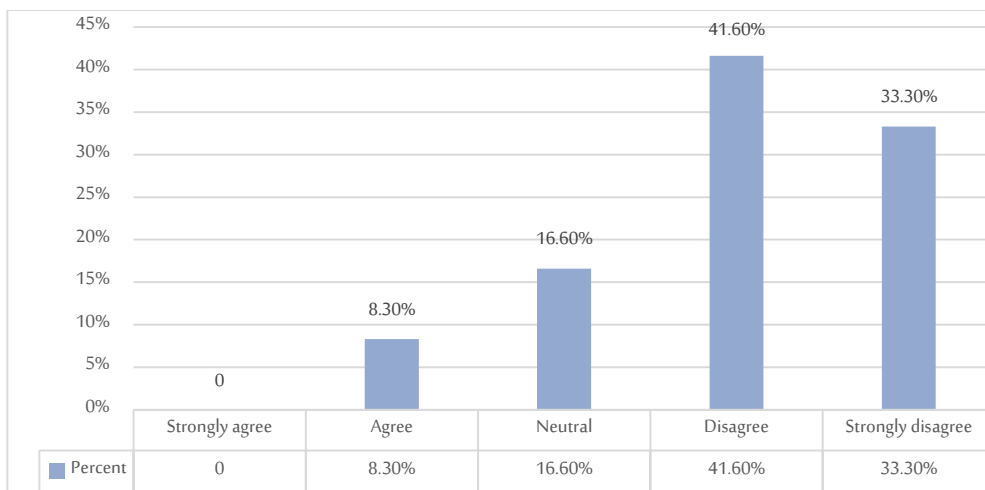


Figure 4. There are entertainment activities during the week at school

3.1.5. The teachers use music and you tube to teach skill language:

Figure (5) shows the result of participants answer to "The teachers use music and you tube to teach skill language" (8.30%) of participants chose "strongly agree" (8.30%) of participants chose "agree", (16.60%) of participants chose "neutral", and (8.30%) of participants chose "disagree", and (58.30%) of participants chose "strongly disagree". Es-skare et al. (2023) agreed and pointed out the use of songs to create the entire procedure of teaching and learning English useful and operative for both teachers and students.

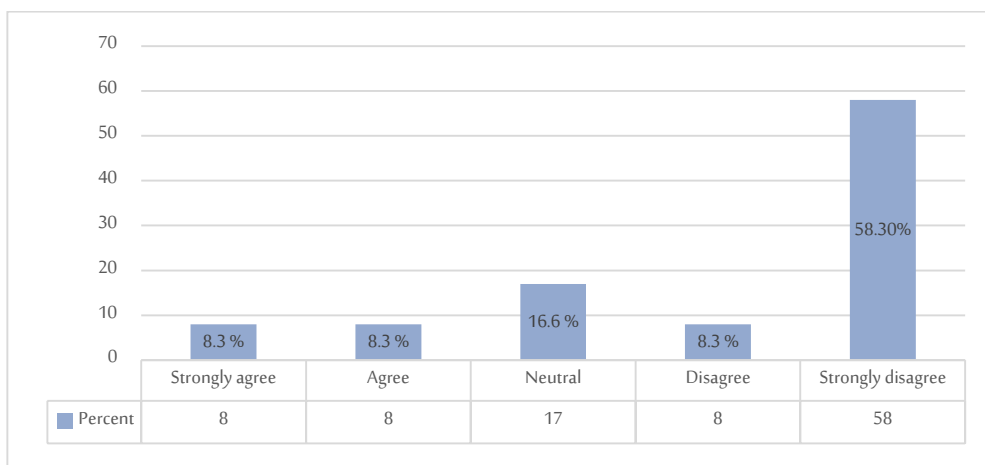


Figure 5. The teachers use music and YouTube to teach skill language



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3.1.6. There are special laboratories for each subject to develop students' skills:

Figure (6) shows the result of participants answer to " There are special laboratories for each subject to develop students' skills." (0%) of participants chose "strongly agree" (0%) of participants chose "agree", (8.30%) of participants chose "neutral", and (50%) of participants chose "disagree", and (41.6%) of participants chose "strongly disagree".

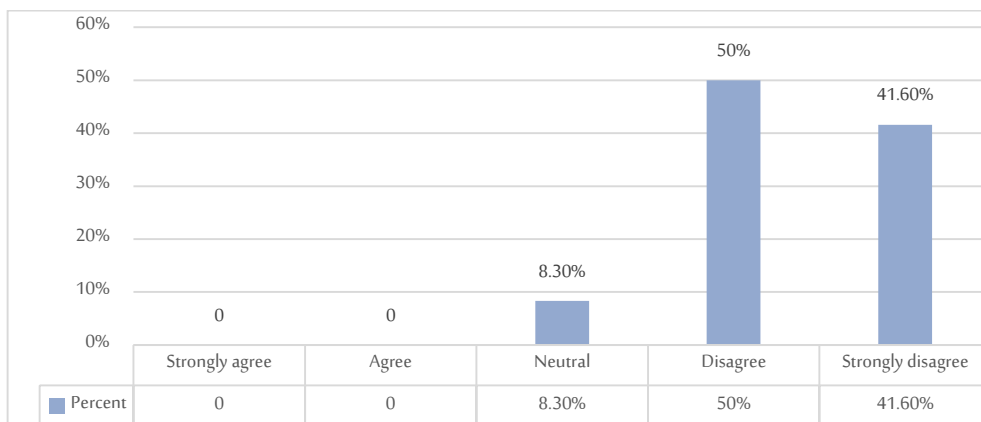


Figure 6. There are special laboratories for each subject to develop students' skills.

3.1.7. International schools include teaching staff from all over the world:

Figure (7) shows the result of participants answer to "International schools include teaching staff from all over the world" (0%) of participants chose "strongly agree" (25%) of participants chose "agree", (8.30%) of participants chose "neutral", and (25%) of participants chose "disagree", and (41.6%) of participants chose "strongly disagree".

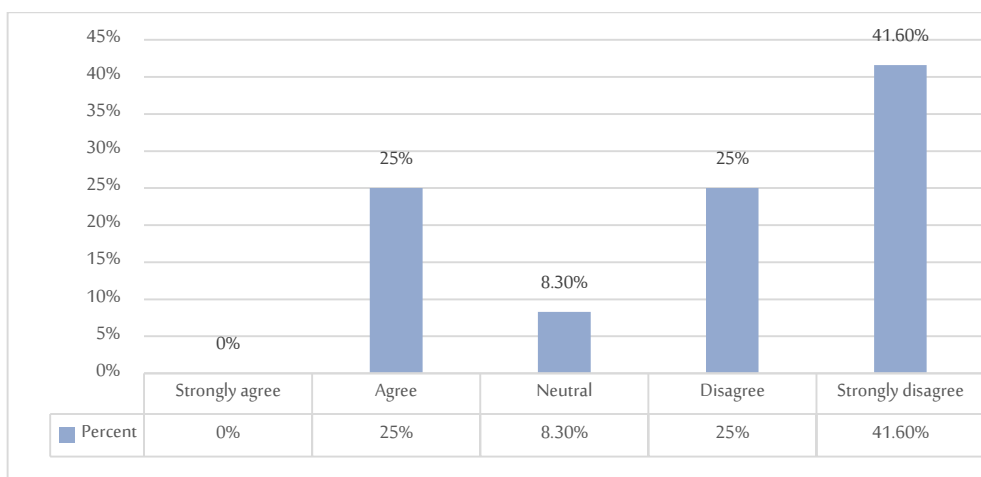


Figure 7. International schools include teaching staff from all over the world.

3.1.8. International teachers are proficient in the English language to teach their assigned subjects effectively:

Figure (8) shows the result of participants answer to "International teachers are proficient in the English language to teach their assigned subjects effectively." (33.30%) of participants chose "strongly agree" (41.6%) of participants chose "agree", (0%) of participants chose "neutral", and (0%) of participants chose "disagree", and (25%) of participants chose "strongly disagree". Manivannan (2022) agreed and pointed out The English incomes not only for international trade; it became progressively important for inter-state trade and communication.

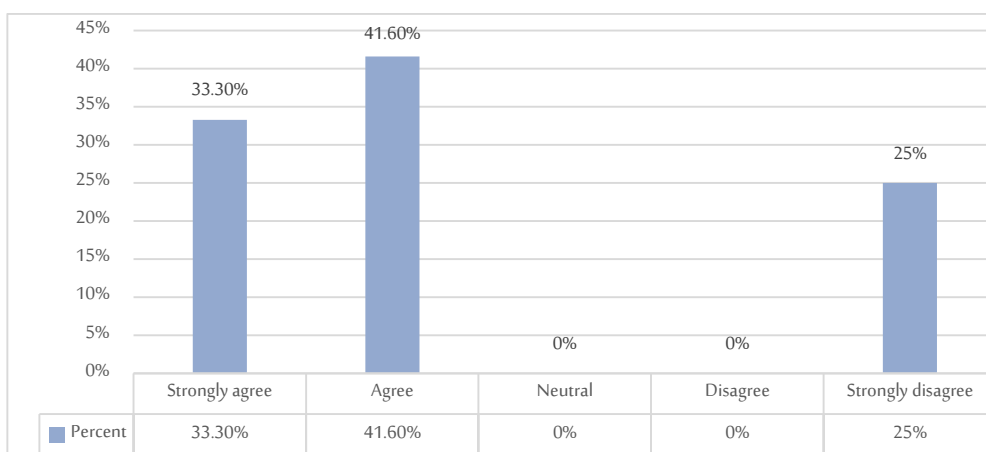


Figure 8. International teachers are proficient in the English language to teach their assigned subjects effectively.

3.1.9. International schools teach their students about universal cultures, norms, languages, and value:

Figure (9) shows the result of participants answer to " International schools teach their students about universal cultures, norms, languages, and value. " (0%) of participants chose "strongly agree " (8.30%) of participants chose "agree", (33.30%) of participants chose "neutral", and (41.60%) of participants chose "disagree", and (16.60%) of participants chose "strongly disagree". Dewi (2019) agreed and pointed out International schools provides a better aptitude to gain consciousness about a probable multicultural individuality.



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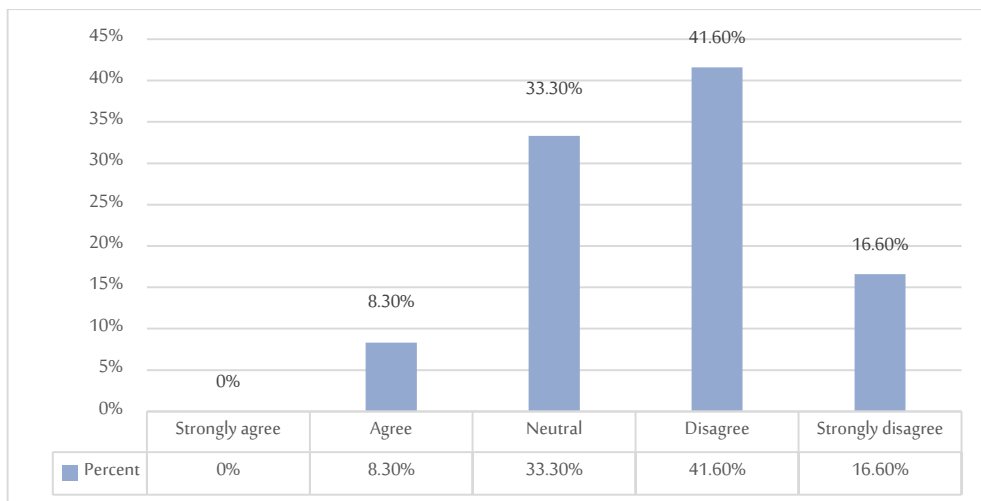


Figure 9. International schools teach their students about universal cultures, norms, languages, and value.

3.1.10. International schools offer diverse international academic trips:

Figure (10) shows the result of participants answer to "International schools offer diverse international academic trips." (0%) of participants chose "strongly agree" (16.60%) of participants chose "agree", (0%) of participants chose "neutral", and (33.30%) of participants chose "disagree", and (50%) of participants chose "strongly disagree".

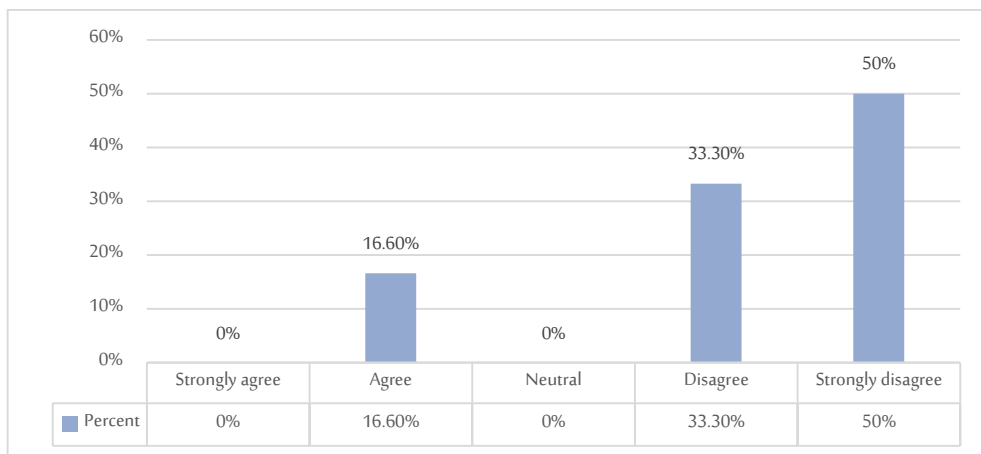


Figure 10. International schools offer diverse international academic trips.

3.1.11. International schools provide their students with participation, clubs and debates:

Figure (11) shows the result of participants answer to "International schools provides their students with participation, clubs and debates." (33.30%) of participants chose "strongly agree" (0%) of participants chose

"agree", (25%) of participants chose "neutral", and (33.30%) of participants chose "disagree", and (8.30%) of participants chose "strongly disagree".

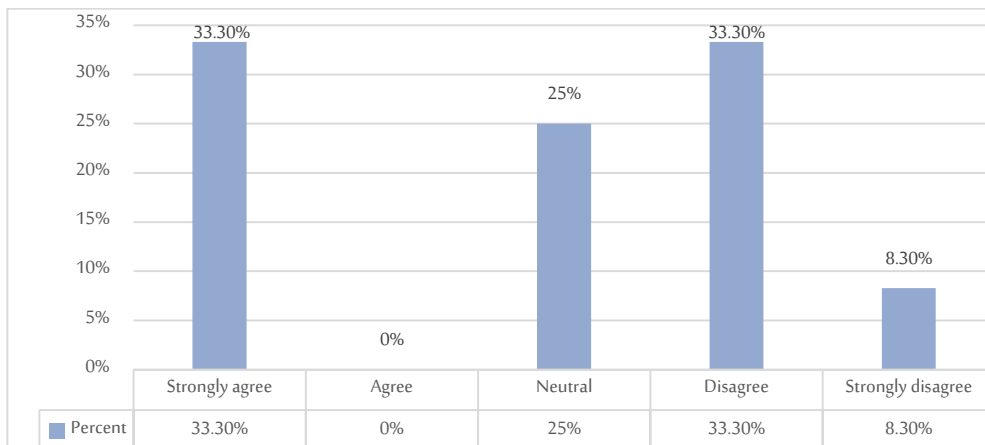


Figure 11. International schools provide their students with participation, clubs and debates.

3.1.12. International schools provide many opportunities for their students to explore their passions:

Figure (12) shows the result of participants answer to "International schools provides many opportunities for their students to explore their passions" (8.30%) of participants chose "strongly agree" (0%) of participants chose "agree", (0%) of participants chose "neutral", and (41.6%) of participants chose "disagree", and (50%) of participants chose "strongly disagree".

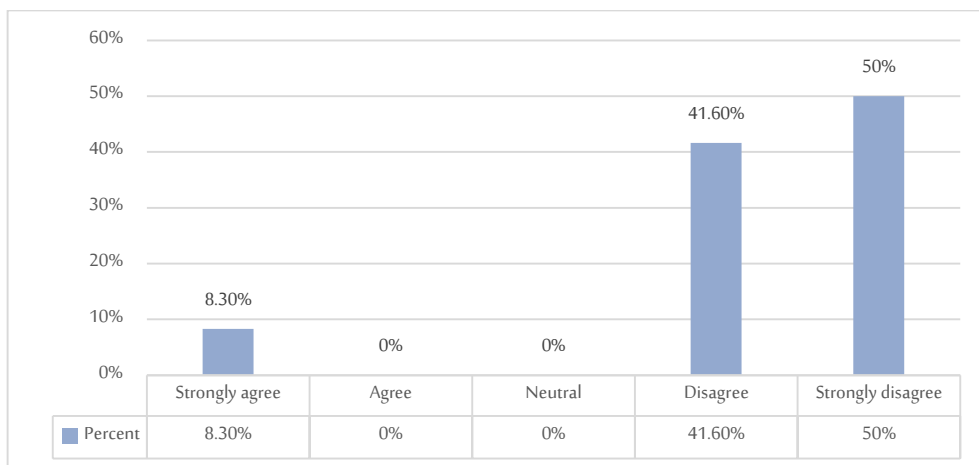


Figure 12. International schools provide many opportunities for their students to explore their passions.



3.1.13. The school should include students from all over the world:

Figure (13) shows the result of participants answer to " The school should include students from all over the world." (50%) of participants chose "strongly agree " (50%) of participants chose "agree", (0%) of participants chose "neutral", and (0%) of participants chose "disagree", and (0%) of participants chose "strongly disagree".

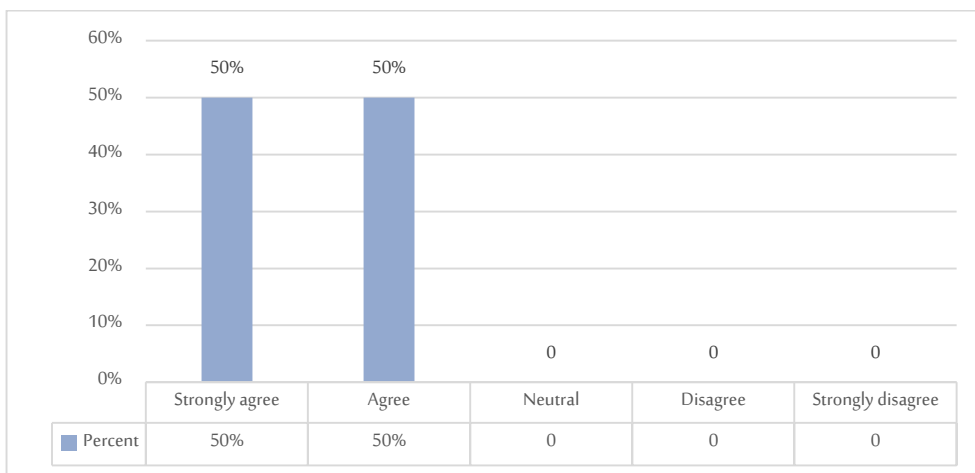


Figure 13. The school should include students from all over the world.

3.1.14. International schools offer many international languages as French, Russian and others:

Figure (4.14) shows the result of participants answer to "International schools offer many international languages as French, Russian and others". (0%) of participants chose "strongly agree" (0%) of participants chose "agree", (0%) of participants chose "neutral", and (50%) of participants chose "disagree", and (50%) of participants chose "strongly disagree".

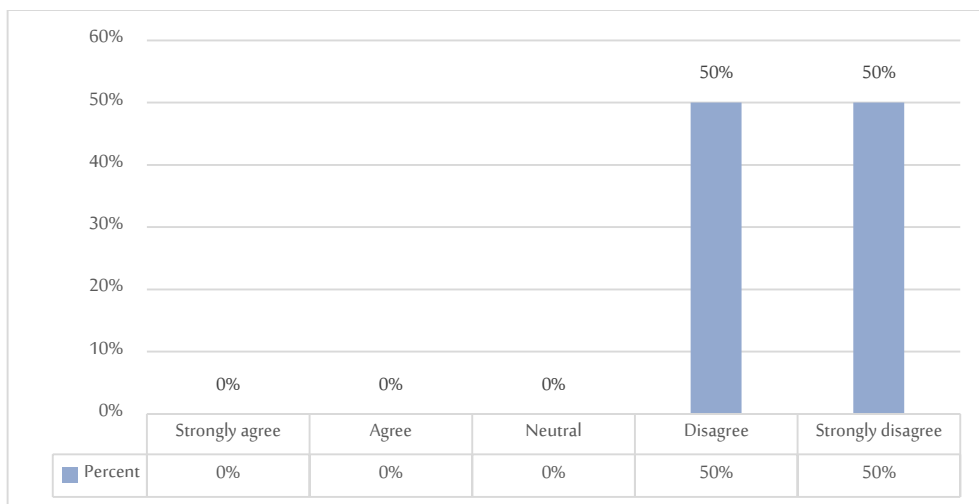


Figure 14. International schools offer many international languages as French, Russian and others.

3.1.15. In school, the English language is dominating and it is prevalent even outside the classroom (that is students speak it among each other):

Figure (15) shows the result of participants answer to "In school, the English language is dominating and it is prevalent even outside the classroom (that is students speak it among each other)". (0%) of participants chose "strongly agree" (8.30%) of participants chose "agree", (0%) of participants chose "neutral", and (33.30%) of participants chose "disagree", and (25%) of participants chose "strongly disagree".

3.1.16. In the classroom, teachers use modern teaching strategies, such as university work in groups, role playing strategies ... etc.:

Figure (16) shows the result of participants answer to "In the classroom, teachers use modern teaching strategies, such as university work in groups, role playing strategies etc." (25%) of participants chose "strongly agree" (0%) of participants chose "agree", (16.60%) of participants chose "neutral", and (33.30%) of participants chose "disagree", and (25%) of participants chose "strongly disagree". Lamrani and Abdelwahed (2022) agreed and pointed out to the insufficient teaching approaches experienced by teachers, and education without teaching services.



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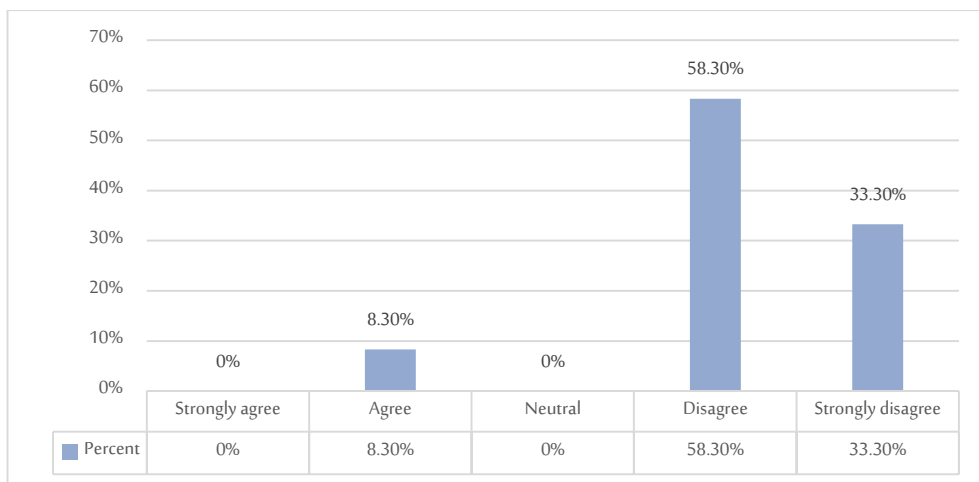


Figure 15. In school the English language is dominant and it is prevalent even outside the classroom.

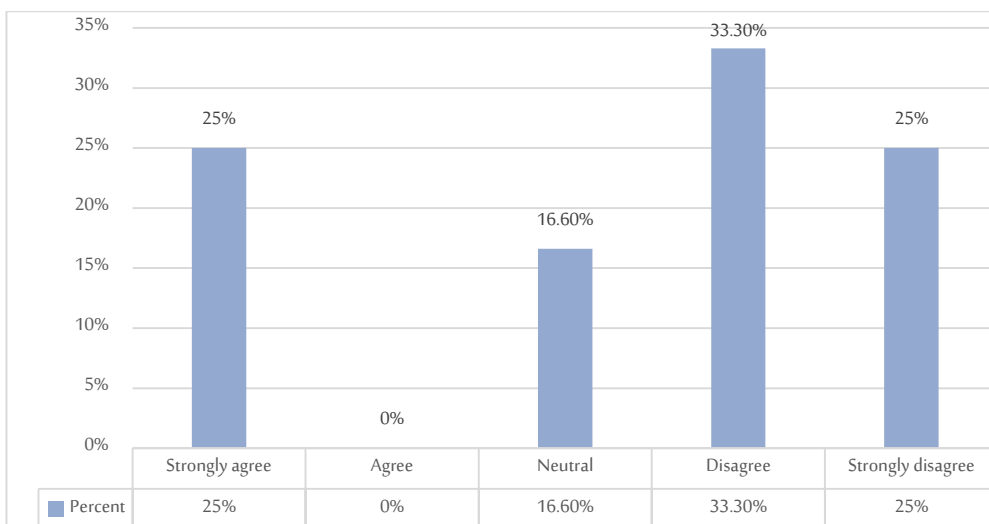


Figure 16. In the classroom, teachers use modern teaching strategies, such as university work in groups, role playing strategies ... etc.

3.1.17. The school is interested in games classes and is keen on practicing and training gifted children:

Figure (17) shows the result of participants answer to "The school is interested in games classes and is keen on practicing and training gifted children" (8.30%) of participants chose "strongly agree" (16.6%) of participants chose "agree", (25%) of participants chose "neutral", and (33.3%) of participants chose "disagree", and (16.6%) of participants chose "strongly disagree".

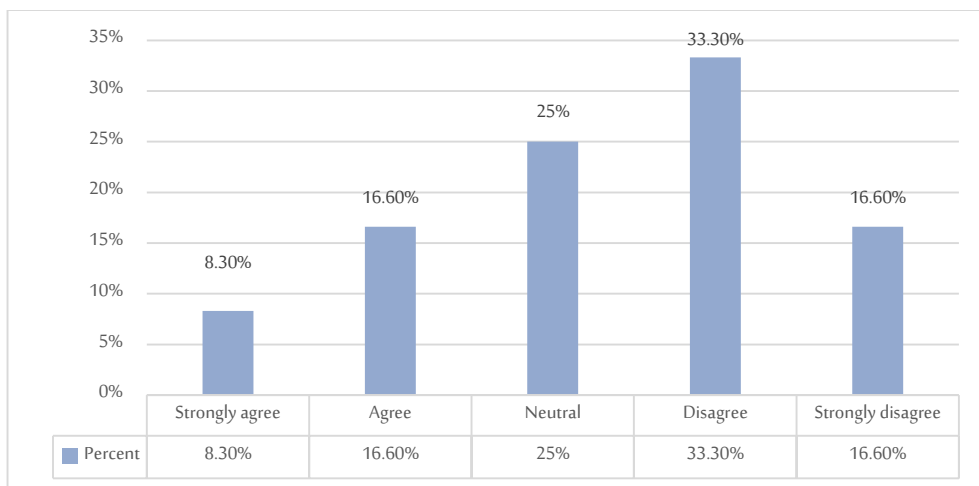


Figure 17. The school is interested in games classes and is keen on practicing and training gifted children

3.1.18. It provides many activities such as theatrical arts, drawing, handicrafts, design and photography:

Figure (18) shows the result of participants answer to "It provides many activities such as theatrical arts, drawing, handicrafts, design and photography." (0%) of participants chose "strongly agree " (0%) of participants chose "agree", (8.3%) of participants chose "neutral", and (50%) The largest percentage of participants chose "disagree", and (41.6%) of participants chose "strongly disagree".

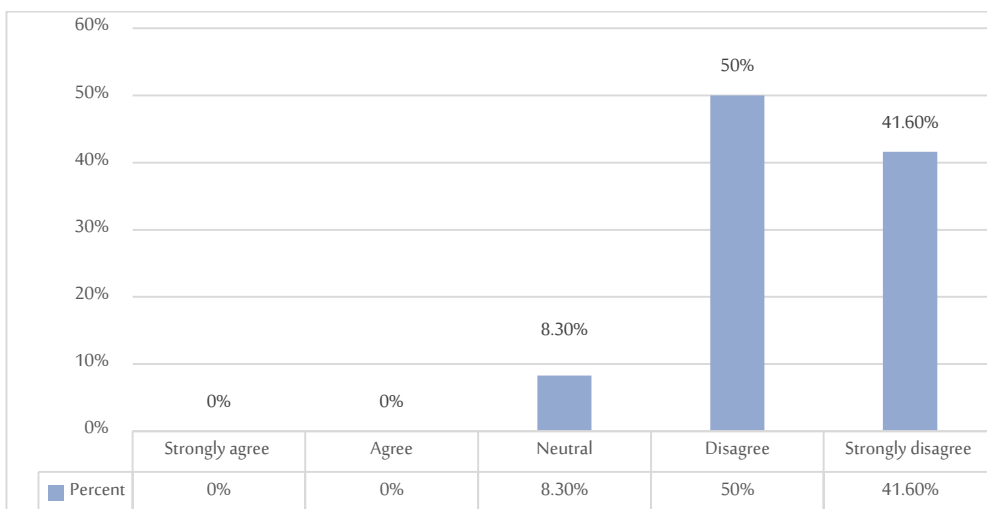


Figure 18. It provides many activities such as theatrical arts, drawing, handicrafts, design and photography.

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3.1.19. Special classes are allocated for watching cinema because it helps develop the listening skill:

Figure (19) shows the result of participants answer to "Special classes are allocated for watching cinema because it helps develop the listening skill." (16.6%) of participants chose "strongly agree" (0%) of participants chose "agree", (8.30%) of participants chose "neutral", and (33.30%) of participants chose "disagree", and (41.6%) of participants chose "strongly disagree". Al Jawad (2021), agreed and pointed out the usage of audio-visual aids in EFL classes to encourage the learning progression in teaching, and make it easier and more stimulating. The material such as movies, broadcasting, TV.

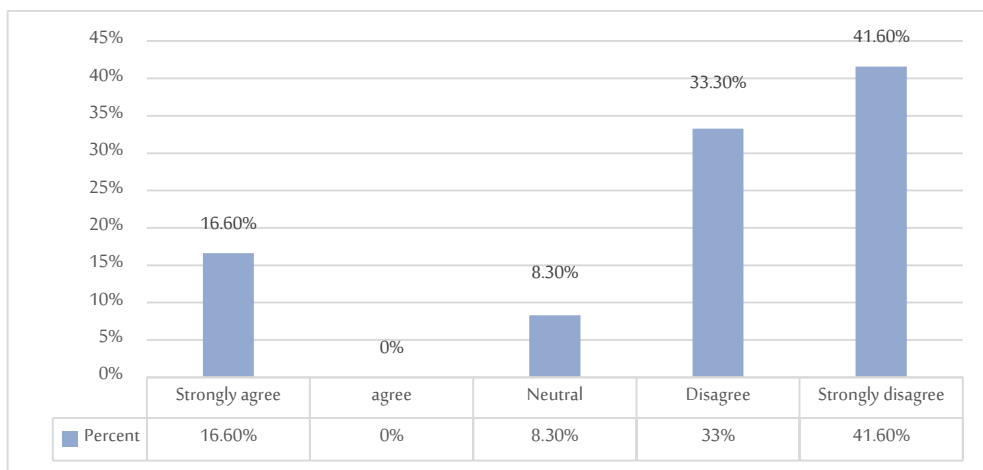


Figure 19. Special classes are allocated for watching cinema because it helps develop the listening skill.

3.1.20. One of the basics of an international school is that it provides teachers who speak the mother tongue:

Figure (20) shows the result of participants answer to " One of the basics of an international school is that it provides teachers who speak the mother tongue". (41.6%) of participants chose "strongly agree" (0%) of participants chose "agree", (33.30%) of participants chose "neutral", and (0%) of participants chose "disagree", and (25%) of participants chose "strongly disagree".

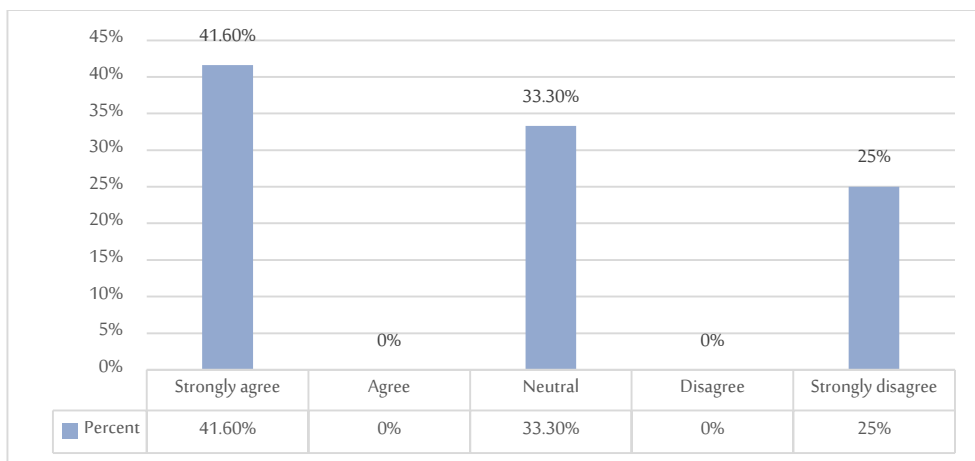


Figure 20. One of the basics of an international school is that it provides teachers who speak the mother tongue.

3.2. The Finding of Students' Open –ended Questionnaire

Students highlighted several issues such as the absence of sports and extracurricular activities, lack of essential facilities like computer labs, swimming pools, and clean restrooms, and insufficient student services, including printing and provision of school uniforms. Moreover, the quality and originality of textbooks were also a concern, along with overall cleanliness and maintenance of the school premises. Some students also expressed dissatisfaction with the school environment and teaching methods, citing limited use of English and lack of engaging activities. Despite the drawbacks, students appreciated the opportunity to learn English professionally. They valued the exposure to various cultures and nationalities, which fostered a respect for diversity. Positive aspects also mentioned included good cafes, air-conditioned classrooms, and some dedicated teachers.

There are challenges facing international school students such as language and learning environment. Students struggled with insufficient services that support effective English learning. The use of Arabic for explaining lessons instead of English was a notable challenge. Some students found it difficult to use English in their environment and to understand English words due to their non-native background. Other challenges like stress, lack of communication freedom with teachers, and uncomfortable interactions added to their difficulties. The need for better management, resources, and a more supportive learning atmosphere was emphasized.

3.3. The Finding of Teachers' Open –ended Questionnaire

Teachers in international schools have varied qualifications, including postgraduate studies and licenses in English literature and education. One respondent identified as a general supervisor rather than a teacher.



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Moreover, teachers commonly use modern strategies to explain lessons. These include action teaching strategies, role play, cooperative learning, and brainstorming. These methods are selected based on the lesson's requirements and aim to engage students actively in the learning process. However, teachers proposed several suggestions to enhance the teaching process:

- Transitioning to a morning-only schedule from 9 AM to 5 PM for all students.
- Encouraging teachers to continuously develop their skills and knowledge.
- Activating an English club and creating an English magazine to promote language use.
- Establishing a student parliament to give students a platform for practicing English and participating in school governance.

4. Conclusion

In the interconnected world, the English language has become an indispensable global language, the language of communication, science, business, culture and tourism. Mastering the English language allows you to open new horizons, acquire valuable skills, and create countless opportunities in your personal and professional life. Hence, international education is a popular choice for many families seeking to provide a high-quality education for their children in a global environment. International schools provide valuable educational options for students from different parts of the world. This allows them to immerse themselves in a diverse environment, acquire rich academic skills, and learn about new cultures. However, international students face many challenges while in international schools, which may affect their academic achievement and well-being.

This summary aims to provide an overview of the academic, social and cultural challenges of students in the international city of Zliten, including the inability to understand how to apply the English language in the classroom and outside it. The lack of an appropriate environment and good means to reach the required academic level. This scientific research requires them to make a great effort to overcome these academic, social and cultural challenges.

5. Recommendations

5.1 Recommendations for Teachers

- The teachers should use modern strategies to learn students.
- Teachers should be skilled in the specialty the study and teach it to the fullest extent.
- Teachers should speak English language professionally through class.
- Also, teachers should deal with students well and encourage them to learn the English language.

5.2. Recommendation for Students

- International school students should use English language both inside and outside of school

5.3. Recommendations for International Schools

- The school should provide the processed laboratories in various fields, and modern educational means so that each student can develop his skills and develop himself.
- Preparing special training programs for its teachers to develop their skills and provide them with the latest modern educational ideas and theories.
- Providing a sound educational environment that helps creativity and innovation through the availability of modern materials such as Smart Sports, Projects, and Speakers. It provides a supportive educational environment that is comfortable and stimulating for the student.
- Providing an accredited international certificate that qualifies the student to complete his studies outside the country.
- Providing complete freedom for the student to express himself and does not put pressure on him psychologically, especially during exams.
- International schools should provide applying modern educational methods in schools and paying attention to developing students' skills.
- The existence of effective strategies, as international schools are interested in evaluating educational strategies related to the student's culture.
- International schools should provide strong additional courses alongside the curriculum, which should teach students how to learn before teaching them what to learn.

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Appendix: Questionnaire



Ministry of Higher Education & Scientific Research

Alasmarya Islamic University

Faculty of Human Science

Department of English Language

The Challenges Faced by International Student in Learning school at Al-Madinah International School

This questionnaire is very important for the graduation project, which aims to explore the challenges faced by international students to improve their educational level at Al-Madinah International School. Through the answers to the following survey, the researchers hope to provide recommendations for international schools to improve learning strategies in the future. So, would you be so kind as to answer this brief questionnaire? Your answers will play an important role in the success of this graduation project.

The researchers will appreciate your assistance and look forward to receiving your response

Age: 10-12 13-14..... 14-15.....

class : _____

You are kindly requested to choose the most suitable answer by putting tick in front of the following answers.



The Challenges Faced by International Students in Learning English

Items	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. the classroom in school are interesting place to learn English language					
2. the school provides journey through period study and holidays					
3. .the classroom provides modern technology like smart board for easy writing.					
4. there are entertainment activities during the week at school					
5. the teachers use music and you tube to teach skill language					
6. 6there are special laboratories for each subject to develop students' skills					
7. 7.International schools include teaching staff from all over the world					
8. International teachers are proficient in the English language to teach their assigned subjects effectively					
9. .International schools teach their students about universal cultures, norms, languages, and value					
10. International schools offer diverse international academic trips..					
11. international schools provide their students with participation. In clubs and debates					
12.International schools provide many opportunities for their students to explore their passions					
13. the school should include student from all over the word					
14. International schools offer many international. languages such as French, Russian and others					
15. in school, the English language. is dominate and it is prevalent even outside the classroom (that is students speak it among each other.					
16. Teachers use modern teaching strategies in the classroom, such as university work in groups,					



competitions, role-playing Strategies, etc.

17. The school is interested in games classes and is keen on practicing and training gifted children.

18. It provides many activities such as theatrical arts, drawing, handicrafts, design and photography..

19. special classes are allocated for watching cinema because it helps develop the listening skill

20. one of the basics of an international school is that it provides teacher who speak the mother tongue

Open- ended Questions:

1. What are the advantages and disadvantages of the international school?

2. What are the challenges facing international school students?

Thank You.....