

Bridging Barriers: Empowering English Proficiency for Professional Growth and Parental Involvement Among Libyan Higher Institutions Employees: A Case Study

كسر الحواجز: تعزيز مهارات اللغة الإنجليزية للنمو المهني وتفعيل دور أولياء الأمور بين موظفي مؤسسات التعليم العالي الليبية: دراسة حالة

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Abstract

This study explored English language proficiency, daily usage, and attitudes toward language improvement among employees in a higher institution in Libya. Utilizing a cross-sectional, descriptive survey design, data were collected through a structured, self-administered questionnaire. The questionnaire was developed specifically for this study but informed by theoretical insights on second language acquisition and learner attitudes presented in *How Languages Are Learned* by Lightbown & Spada (2006). Additionally, Norton's (2013) investment theory, which addresses the role of identity and motivation in language engagement, and Vygotsky's sociocultural theory (1978), which focuses on the role of social interaction in learning, were implemented for developing the questionnaire. These theories support the study's aim to investigate English language proficiency as a component for professional development among Libyan employees in higher education institutions. To ensure accessibility, the questionnaire was translated into Arabic and validated through back-translation. Of the 70 distributed questionnaires, 33 responses were analyzed. Results

indicated that 69.7% of participants identified as beginners and 30.3% as intermediate, with no respondents achieving advanced or fluent proficiency. Daily use of English at work was minimal, with 30.3% reporting "Never" and 54.5% "Rarely," mirroring low levels of confidence in communication (60.6% "Not confident" and 33.3% "Slightly confident"). Despite these challenges, 66.7% of participants perceived English proficiency as moderately to very important for professional development, and over 70% believed that improving their language skills could enhance career opportunities. Additionally, 93.9% agreed that better English proficiency would enable them to more effectively support their children's education. These findings highlight the critical need for targeted language training programs to improve English proficiency, foster professional growth, and enhance parental involvement in education within the Libyan context.

Key Words: *English language proficiency; Professional development; Higher education; Parental involvement; Libya.*

المخلص

استكشفت هذه الدراسة مستوى الكفاءة في اللغة الإنجليزية، واستخدامها اليومي، والمواقف تجاه تحسين المهارات اللغوية بين موظفي إحدى مؤسسات التعليم العالي في ليبيا. اعتمدت الدراسة تصميمًا وصفيًا، حيث تم جمع البيانات من خلال استبيان تم تطويره خصيصًا لهذا البحث، مستندًا إلى رؤى نظرية حول اكتساب اللغة الثانية ومواقف المتعلمين كما وردت في كتاب *كيف تُكتسب اللغات* الذي ألفه لايتون و سبادا (2006). بالإضافة إلى ذلك، تم استخدام نظرية الاستثمار لنورتون (2013)، التي تتناول دور الهوية والدافعية في التفاعل اللغوي، ونظرية فيغوتسكي السوسيوثقافية (1978)، التي تركز على دور التفاعل الاجتماعي في عملية التعلم. وتدعم هاتان النظريتان هدف الدراسة المتمثل في استكشاف كفاءة اللغة الإنجليزية باعتبارها عنصرًا من عناصر التطوير المهني لدى الموظفين الليبيين في مؤسسات التعليم العالي. لضمان سهولة الوصول، تُرجم الاستبيان إلى اللغة العربية وتم التحقق من دقته عبر الترجمة العكسية. من أصل 70 استبيانًا تم توزيعه، تم تحليل 33 استجابة. أظهرت النتائج أن 69.7% من المشاركين صنفوا أنفسهم كمبتدئين، و30.3% كمستوى متوسط، دون وجود أي مشارك وصل إلى مستوى متقدم أو طليق. كان الاستخدام اليومي للغة الإنجليزية في العمل محدودًا، حيث أفاد 30.3% بأنهم "لا يستخدمونها أبدًا"، و54.5% بأنهم "نادرًا ما يستخدمونها"، وهو ما يعكس انخفاضًا في الثقة بالتواصل، حيث أشار 60.6% إلى أنهم "غير

واقفين"، و33.3% إلى أنهم "قليلو الثقة". ورغم هذه التحديات، اعتبر 66.7% من المشاركين أن الكفاءة في اللغة الإنجليزية مهمة إلى حد ما أو مهمة جدًا للتطور المهني، وأكثر من 70% يعتقدون أن تحسين مهاراتهم اللغوية يمكن أن يعزز فرصهم الوظيفية. كما وافق 93.9% على أن تحسين الكفاءة في اللغة الإنجليزية سيمكنهم من دعم تعليم أطفالهم بشكل أكثر فعالية. تسلط هذه النتائج الضوء على الحاجة الملحة إلى برامج تدريب لغوي موجه لتحسين الكفاءة اللغوية، وتعزيز النمو المهني، وتفعيل مشاركة أولياء الأمور في التعليم ضمن السياق الليبي.

الكلمات الافتتاحية: الكفاءة اللغوية في اللغة الإنجليزية؛ التطور المهني؛ التعليم العالي؛ مشاركة أولياء الأمور؛ ليبيا

Introduction

Background

In our interconnected world, English has emerged as the universal language for business, education, and global interaction (Crystal, 2003; Graddol, 2006). In a context like Libya, where political and economic challenges can limit access to international language exposure, mastering English is increasingly seen as a key factor in advancing careers and improving educational opportunities (Orafi & Borg, 2009).

Depending on insights from *How Languages Are Learned* by Lightbown and Spada (2006), the importance of regular exposure and practical use emerges as a cornerstone of effective language acquisition. Based on the researchers' experience monitoring employees' performance in a higher education institution in Libya, they found an obvious need for improving the performance of those employees in using the English language. Therefore, this study sheds light on the importance of mastering the English language among employees in higher education institutions in Libya. Limited practice and the lack of well-trained language teachers are considered vital obstacles that cause low proficiency levels among language learners.

The study also draws on a border theory linking language acquisition to both professional and social development. Norton's (2013) theory presents a framework where learners' motivation and identity are perceived as dynamic, not stable. As well as being socially

constructed, which influences their participation in using the target language.

In addition, Vygotsky's sociocultural theory, which was first developed in the 1920s and 1930s and then introduced to Western scholarship in *Mind in Society* (1978), states that learning is socially constructed and culturally presented. This theory supports the idea that language is not only a communication tool but also a method for professional development. Such perspectives are closely relevant to the Libyan context, where English proficiency is related to career improvement and institutional practices.

Importance of the Study

Over the years, the researchers of this study have observed how limited English proficiency among employees in Libyan institutions can create serious problems not only for career development but also for personal improvements and children's educational support. Therefore, this study responds to that need by exploring how language development affects workplace performance as well as family involvement. English proficiency is a foundation for career advancement and effective communication in professional contexts (Neeley, 2012; Jenkins & Panero, 2024).

Objectives of the Study

This research aims to:

- Assess the current English language proficiency levels of employees in a Libyan higher education institution.
- Determine the frequency of English language usage in participants' daily work activities.
- Evaluate participants' confidence in communicating in English with colleagues and clients.
- Explore the perceived importance of English proficiency for professional development.
- Assess employees' motivation to enhance their English language skills.

- Investigate parental involvement in assisting with children's English assignments and the perceived impact of personal language proficiency on this support.

By addressing these objectives, the study seeks to identify specific barriers and opportunities for enhancing language skills within the given context.

Research Questions

The study is guided by several research questions, including:

Q1- What is the current level of English language proficiency among non-academic employees in a Libyan higher education institution?

Q2- How frequently do these employees use English in their daily work routines?

Q3- To what extent do employees feel confident in their ability to communicate in English professionally?

Q4- How important do employees perceive English proficiency for their career advancement?

Q5- How motivated are employees to improve their English language skills?

Q6- Do employees believe that improving their English proficiency helps them support their children's education?

Scope and Significance

The research is limited to employees at a single higher education institution in Libya, and it captures data collected over a month. Despite its focused scope, the study provides baseline data that are both timely and contextually relevant. Moreover, the results of this study may guide future longitudinal or mixed-method investigations into the broader impacts of language proficiency in similar socio-political contexts.

Literature Review

The Global Importance of English Language Proficiency

English has become the universal language, fostering collaboration and communication across critical sectors such as business, science, technology, and education (Crystal, 2003). Graddol (2006) highlights its status as the world's most widely taught foreign language, with the number of non-native speakers mastering English continuing to rise. The ability to speak English is often associated with significant advantages, including enhanced career prospects, greater access to global resources, and improved cross-cultural interactions (Seidlhofer, 2011). English is not just a global language in the Libyan context, but it also determines access to professional growth and educational support. As Phillipson (2013) argues, English is prioritized over local languages, which influences the workplace and children's learning.

English Language Proficiency in Professional Settings

The Researchers of this study, throughout their experience working with Libyan educators and having parent colleagues, have observed a noticeable challenge. Drawing on the work of Kamal, Masnan, & Hashim, (2023) this study sheds light on the difficulties parents face with their being unable to be involved in their children educational journey. That is to say, many parents feel unequipped to assist their children with English-based tasks. As for Lasagabaster and Sierra (2009), fostering positive attitudes toward language learning can improve both personal and familial engagement with language development. Depending on these findings it became clear that parents feel unable to help their children with their English language assignments.

English Language Proficiency in Higher Education

Nowadays, English plays an important role in higher education for both instruction and research. Many organizations use English as the medium of instruction for ensuring international academic exchanges (Richards, 2015). Also, being proficient in English helps getting the required data for both students and teachers (Lasagabaster & Sierra, 2009). However, in the Libyan context, many obstacles are found. Such as lack in resources and traditional teaching materials still

appearing (Orafi & Borg, 2009). So, focusing on these obstacles is important for reaching the benefits of EMI in the Libyan's higher education system.

The Situation in Libya

In Libya, there are many challenges appear to take place in the country's English language education system. Those challenges are related to the political complexities, the lack of educational resources, and the lack of qualified teachers. As educators working in a Libyan higher institution, the researchers of this study have witnessed how these limitations shape the learning environment and restrict the adoption of progressive instructional methods. In this regard, Orafi and Borg (2009) believe that such obstacles are not new. In their study they provide an analysis of the efforts to adopt communicative language teaching methodology. They have found that here is a need for good programs that considers the institutional and professional needs of teachers and learners.

Barriers to English Language Acquisition

In some countries, like Libya, English is still not effectively used for everyday communication. This could be related to some factors like: the lack of institutional support, the traditional teaching methods, and the lack of good resources (Lightbown & Spada, 2013; Richards, 2015). As for Orafi & Borg (2009), political and economic challenges have also affected the educational progress. So, Elabbar (2011) calls for teacher-centered programs and more effective training. He also referred to the importance of integrating digital education into the Libyan context. In some conversations with colleagues, the researchers of this study often found that what is missing is not just resources, but a shared sense of direction in how English instruction should evolve within our institutions.

Impact of English Language Training Programs

Richards (2015) asserts that successful programs help participants feel more confident and proficient in using English. Therefore, if the training uses real scenarios, learners will be more likely prepared to participate in international communication

effectively. In this regard, Lasagabaster and Sierra (2009) noted the benefits of providing the real-life scenarios for learners to improve their language use and increase their positive attitudes and motivation.

In Libya, there is a need for those programs for strengthening the link between theory and practice. Elabbar (2011), for example, believes that helping educators by providing the appropriate training and equipping them with the required methods and strategies can enhance their performance positively. Talking from a personal perspective, it was noticed that what often gets overlooked is the disconnect between policy ambitions and the day-to-day realities educators face in Libyan classrooms.

The Need for English Proficiency to Support Children's Education

Nowadays, parents need to be equipped with the required English language skills needed for supporting their kids in their educational progress. As for Kalaycı and Öz (2018), parental participation in English education can improve their children's learning outcomes and help them have positive attitudes about language acquisition. In our own experience, even brief conversations with parents reveal how deeply they value being able to support their children's learning. Kalaycı and Öz (2018) also highlight the importance of school-family collaboration. They believe that many parents perceive their participation as an important step to their children's development. Because, with encouragement, the right guidance, and access to the required resources, parents can support their children in learning a language.

This perspective is related to Vygotsky's sociocultural theory (1978), since it focuses on the role of social interaction and cultural mediation in learning. In this theory, children's language learning is mainly shaped by others' support in their early learning stages such as parents through guidance and scaffolding. So this makes parental involvement a vital component in shaping children's academic achievements and their attitudes toward language learning.

Technological Integration in Language Learning

Technological tools integration in language teaching and learning became a must for ensuring learner participation and gaining the required proficiency levels. Mobile apps, platforms, and digital classrooms help learners get more communicative and interactive learning atmospheres (Godwin-Jones, 2018). However, in the Libyan context, teaching is still driven by traditional methods so those technological tools are the right alternatives. Traxler and Vosloo (2014) believe that technological tools can improve education, especially in places where limited infrastructure is obvious. Based on the researchers of the current study's casual conversations with Libyan educators, it's often noted that even modest access to mobile tools can cause unexpected problems among learners who previously felt negatively affected. As cited in (Stockwell, 2013, p.2). Mobile-assisted language learning (MALL) is known as " the use of mobile technologies in language learning, especially in situations where device portability offers specific advantages".

Teacher Training and Professional Development

For ensuring the improvement of English language educational system, the development of educators plays a vital role. Research studies prove that good learning takes place by providing workshops, certifications, and international experience sharing for enhancing learners' outcomes (Richards & Farrell, 2011). In the Libyan context, teacher preparation programs need to be strengthened with modern methods to overcome local challenges (Elabbar, 2011; Orafi & Borg, 2009). While both Darling-Hammond (2017) and Guskey (2002) stress the importance of continuing professional development (PD) in improving teaching practices, their perspectives provide different assumptions. Darling-Hammond et al. (2017) developed a multi-dimensional framework for effective professional development by focusing on active learning, collaboration practices, and sustained duration. However, their assumption mainly focuses on the stable institutions and well-structured environment conditions that are absent in some contexts, like Libya. While Guskey (2002), on the other hand, provides a sequential model that suggests changes in beliefs and

attitudes, and follows observable developments in students' learning outcomes. However, this model is criticized for simplifying the complex relationship between teacher motivation, contextual restrictions, and pedagogical adaptations. So, neither framework could fully address the way PD can meaningfully be shaped in politically unstable or resource-constrained settings. Therefore, there is a critical gap in the literature related to context-sensitive PD models that address sociopolitical facts and empower educators to deal with sustainable changes under different conditions.

Cultural and Sociolinguistic Factors

In the Libyan context, English is considered as a prestigious language. It provides good opportunities and improvement. This reality can inspire learners to get the proficiency required for personal and institutional development. But this may also provide pressure and inadequacy for ones in environments with insufficient support (Elabbar, 2011). In classroom conversations, one of the researchers of the current study noticed that some students speak of English not just as a subject, but as a method to be seen and capable in a wider world. Therefore, addressing such emotional and cultural complications in research correlates intercultural perceptions with language education. Byram's (1997) model of the intercultural communicative competence, for example, could successfully influence language education policy especially in Europe. However, it has been criticized for being limited in its engagement with the dynamic nature of identity in the multilingual settings. His framework deals with cultural perspectives as a set of fixed competencies not as an evolving, collaborative process. On the other hand, Norton (2013) presents a more poststructuralist perspective of identity. She argues that learner motivation and success are mainly related to the perceived credibility and participation with the target language users. So, she challenges the traditional second language acquisition theories by stressing the sociopolitical perspectives of language learning such as institutional dynamics and idealized identities. Regardless of these insights, there is still a gap in implementing these models into real classroom practices particularly in contexts like Libya. Therefore, future studies must examine how

intercultural competence and identity-based motivation can be defined in educational contexts to enhance more comprehensive engagements within the learning environments and to improve language learning practices.

Vygotsky's sociocultural theory (1978) shows clearly the way some learners, like those in Libya, develop language proficiency depending on interaction or mediation. Concerning his Zone of Proximal Development (ZPD) and scaffolding, it becomes obvious that supportive environments are very important for language learning, particularly when learners work under pressure or lack the required institutional resources. This makes language learning a more socially situated activity constructed by cultural factors and collaborative engagement.

Methodology

Research Design

The current study used a cross-sectional, descriptive survey design to measure factors in English language proficiency, everyday use, professional attitudes towards English language, and parental engagement in educational support among Libyan employees. This design is suitable for gaining an overview of the current trends and comparing them with the findings from previous research studies. Some employees explained to the researchers that they often face troubles with English proficiency. And that they feel frustrated with their inability to assist their children with school assignments in English language.

As for Orafi and Borg (2009) explaining systemic problems to communicative curriculum in Libya is needed for providing new data within existing educational obstacles. So, comparing current survey responses with previous literature contributes to a more comprehensive understanding of the factors shaping English language development.

Participants

33 employees from a Libyan higher education institution participated in the current study. All participants speak Arabic as their

mother tongue. They were selected through convenience sampling. This method was applied for its ability to get individuals whose goal is to contribute (Etikan, Musa, & Alkassim, 2016). Each participant received a consent letter providing important information. The consent assured the participants that their participation is voluntary, that they can to withdraw from the study at any time, and that their responses would remain confidential for academic analysis. 70 surveys were distributed, but only 33 were returned with accurate responses.

Instrumentation

The questionnaire used for collecting data in this study was adapted from instruments in previous research. These include principles found in *How Languages Are Learned* by Lightbown & Spada (2006). Most of the participants said that the questionnaire looked familiar to them. They also mentioned that some items reflected the real problems they face in their work and home settings. Their insights on language acquisition, learner attitudes, and motivation informed the development of items assessing proficiency, confidence, and motivation to improve English language skills.

In addition, Norton's (2013) investment theory was also implemented to investigate the way learner identity and social stances might affect their engagement when learning a language.

The third theory adapted for designing the questionnaire was Vygotsky's sociocultural theory (1978), particularly for the parts related to the role of social interaction and collaboration in language learning.

The questionnaire included the following topics:

- English Language Proficiency Level (e.g., Beginner, Intermediate, Advanced, Fluent)
- Daily Work Usage of English (frequency of use)
- Confidence in Communicating in English with colleagues and clients
- Perceived Importance of English proficiency for professional development

- Motivation to improve English language skills
- Parental Involvement in assisting children with English language assignments
- Perceived Impact of personal English language proficiency on Supporting Children's education

For ease of use and comprehension, especially considering the participants' native language, the questionnaire was translated into Arabic. A back translation was then performed by a colleague to ensure that the translated version accurately reflected the content of the original instrument.

Data Collection Procedures

The questionnaire was distributed on paper. Before data collection, all respondents received an information sheet outlining the study's purpose, procedures, and their rights including the option to withdraw at any time without penalty. Data collection occurred over a month, ensuring that adequate time was provided to gather responses. Out of 70 distributed questionnaires, 33 completed responses were collected.

Data Analysis

The collected data were analyzed using descriptive statistical methods. Frequency distributions and percentage calculations were performed for each survey item to summarize responses. The resulting frequency tables were then compared with findings from previous studies to contextualize the present data within broader trends related to English language proficiency, professional development, and parental support.

Analysis and Discussion

Table (1) Proficiency Level

Proficiency Level	Frequency	Percent
Beginner	23	69.7%
Intermediate	10	30.3%
Advanced	0	0.0%

Proficiency Level	Frequency	Percent
Fluent	0	0.0%
Total	33	100.0%

Discussion

69.7% of the participants were classified as (Beginners), 30.3% of them as (Intermediate) and none of them was classified as (Advanced). These results go in line with the findings by Orafi and Borg (2009). In which systemic issues in Libya's English language education are identified. This finding suggests that limited practice affects proficiency levels of users and lead to a hesitation when English is required.

Table (2) Frequency of English Usage in Daily Work Activities

Usage Category	Frequency	Percent
Never	10	30.3%
Rarely	18	54.5%
Sometimes	5	15.2%
Often	0	0.0%
Always	0	0.0%
Total	33	100.0%

Discussion

As for using English at work, 84.8% of participants never or rarely use it. This large number reveals that having no exposure to English at work can hinder language development. This particularly takes place when English is supposed to be used. This finding goes in line with Richards (2015) in that minimal exposure effects the language development.

Additionally, Orafi and Borg (2009) highlighted the systemic challenges in English language education in Libya. That included limited exposure to English and lack of resources, which goes in line with the findings of the current study. The reason might be related to the fact that English is perceived as an optional skill which might reinforce avoidance and hinder the proficiency improvement. So, it is

confirmed that having low workplace exposure contributes to the low proficiency levels among participants.

Vygotsky's sociocultural theory (1978) explains why isolated learning methods could not provide significant improvements in language use. Since, with no collaboration in environments and real interactions, language will be superficial.

Table (3) Confidence in Communicating in English with Colleagues and Clients

Confidence Level	Frequency	Percent
Not confident	20	60.6%
Slightly confident	11	33.3%
Moderately confident	2	6.1%
Very confident	0	0.0%
Total	33	100.0%

Discussion

In relation to being confident in using English, the findings show that (60.6%) of the participants do not feel confident when communicating in English with others. While 33.3% have slight confidence. And only 6.1% see themselves as moderately confident. And none of the participants felt highly confident in their English communication skills. Which suggests that English communication may be seen as a source of stress not a tool for communication. These findings could be related to not using English for everyday communication. So, this might hinder effective collaboration and engagement.

From teachers' point of view we believe that communicative confidence should become a priority in future for tackling obstacles related to low levels of self- confidence in language training programs. This method can provide a meaningful shift to more practical engagement in Libyan educational system.

Table (4) Perceived Importance of English Language Proficiency for Professional Development

Importance Level	Frequency	Percent
Not important	3	9.1%
Slightly important	8	24.2%
Moderately important	10	30.3%
Very important	12	36.4%
Total	33	100.0%

Discussion

(36.4%) of participants perceive English as very important and (30.3%) of them perceived it as moderately important for professional development. while 24.2% considered it as slightly important, and 9.1% considered it as not important.

These findings go in line with Orafi and Borg`s (2009) who found that Libya`s English education system suffers from some challenges like the dominance of traditional teaching methods and the limited access to authentic language practice. Their work stresses the need for the importance of implementing communicative competence and practical application which reflect the professional expectations shown in the current study.

According to this finding, there is a positive attitude toward English proficiency. This show that participants are clearly aware of the importance of mastering English language.

Table (5) Motivation to Improve English Language Skills

Motivation Level	Frequency	Percent
Not Motivated	2	6.1%
Slightly motivated	15	45.5%
Moderately motivated	7	21.2%
Very motivated	9	27.3%
Total	33	100.0%

Discussion

Results show that while a small number of participants (6.1%) expressed having no motivation to improve their English language skills, the majority of them showed their interest in doing so. (45.5%)

perceived themselves as “slightly motivated”. While, 21.2% being “moderately motivated,” and 27.3% as “very motivated,” showing that about half of the participants are ready to improve their language skills.

Such readiness for improving English language skills in Libya could be related to the growing awareness of the importance of English proficiency in the modern world. Therefore, training programs should pay attention to including certain strategies to stress the importance of English professionalism and to help learners become more motivated to learn English for the purpose of personal and institutional improvements.

Table (6) Perceived Impact of Improving English Skills on Career Opportunities

Response Option	Frequency	Percent
Strongly disagree	1	3.0%
Disagree	1	3.0%
Neutral	7	21.2%
Agree	19	57.6%
Strongly agree	5	15.2%
Total	33	100.0%

Discussion

In terms of the impact of improving English skills on career opportunities, nearly 70% of participants showed a positive view. 57.6% agreed and 15.2% strongly agreed that improving English skills could lead to better professional opportunities. While a small number 6.0% disagreed and 21.2% were neutral. Such findings show the clear recognition of English as a required tool in the workplace.

Many scholars as Neeley (2012) believe that English is considered as the global language of business. It is also considered as an important medium for career progression and international collaboration. Graddol (2006) also expresses English as a method for global exchange and professional growth. While others like Crystal (2003) relates language proficiency to socioeconomic norms. Therefore, these studies go in line with the findings of the current study.

Table (7) Parental Involvement in Assisting with Children's English Language Assignments

Support Level	Frequency	Percent
Never	10	30.3%
Rarely	5	15.2%
Sometimes	11	33.3%
Often	5	15.2%
Always	2	6.1%
Total	33	100.0%

Discussion

In terms of parental involvement children's English language assignments, (33.3%) of participants “Sometimes” help their children indicating an inconsistent level of engagement. 30.3% “Never” help their children. “Rarely” and “Often” got (15.2% each). While only (6.1%) offered help. This finding shows different responses of parental involvement. This goes in line with the insights of Thompson and Mazer (2012) who believe that regular academic assistance from parents is very important for their children's success.

The diversity in engagement levels likely reflects several intersecting factors. These include parents' language skills, work-related time constraints, and personal beliefs about their role in education. Recognizing these influences reinforces the need for interventions. like accommodating the realities of parents' lives while empowering them to be effective partners in their children's learning. By addressing these barriers, educators and institutions can foster stronger home-school connections and create a more learning ecosystem.

Table (8) Confidence in Assisting with Children's English Language Assignments

Confidence Level	Frequency	Percent
Not confident	14	42.4%
Slightly confident	12	36.4%
Moderately confident	5	15.2%
Very confident	2	6.1%
Total	33	100.0%

Discussion

The findings reveal that a portion of respondents 42.4% do not feel confident assisting their children with English language assignments. Another 36.4% report only slight confidence, meaning that nearly 80% of the sample experiences some level of uncertainty in supporting their children's English learning. In contrast, just 15.2% describe themselves as moderately confident, and a mere 6.1% indicate high confidence. This widespread lack of assurance points to barriers likely rooted in limited personal proficiency and unfamiliarity with current instructional approaches.

These findings go in line with some previous studies. Thompson and Mazer (2012) and Kamal et al. (2023), for example, stress the essential role parents play in their children's educational success. It's strong impact on children's language development (Kalaycı and Öz 2018).

Such findings reveal that many parents may be prevented from helping their children because of the obstacles such as having low confidence levels, limited exposure to English, or the dominance of the traditional teaching methods.

Table (9) Impact of Improving Personal English Skills on Supporting Children's Education

Response Option	Frequency	Percent
Strongly disagree	0	0.0%
Disagree	0	0.0%
Neutral	2	6.1%
Agree	17	51.5%
Strongly agree	14	42.4%
Total	33	100.0%

Discussion

This table shows the distribution of responses related to the impact of improving personal English language skills to better support children's education. Based on the responses, no one of the participants disagreed with this idea. Only 6.1% were neutral about it. While 93.9% agreed (51.5%) or strongly agreed (42.4%) that improving their English

proficiency can enable them in helping their children with their educational assignments.

These findings go in line with those of others like (Thompson & Mazer, 2012; Kamal et al., 2023). English language in Libya is considered as a school subject not as a communicative skill (Graddol, 2006; Orafi & Borg, 2009) which needs to help parents understand the importance of mastering this language. Therefore, the this finding shows the improved recognition parents are gaining of the importance of improving their English language skills for supporting their children academic progress.

Conclusion

The current study tried to shed light on some patterns related to English language proficiency, its usage in the workplace, and the attitudes toward improving it among a number of employees at a Libyan higher education institution. The findings show that the majority of the participants were classified as beginners, and no advanced classification was noted. Findings also showed having limited daily usage of English which means having no exposure to it. It was also found that participants have low confidence in using English for workplace communication. Even with having such difficulties, the majority of participants show know the importance of English language skills for their professional development. So this belief might be a reason behind bridging generational and professional gaps in Libya. These findings need to be taken into account by policymakers to improve the educational system in the country. Specifically, the results addressed the six research questions as follows: Q1 was answered by classifying most respondents as beginners in using English. Q2 and Q3 were demonstrated in the limited daily usage and low confidence in the workplace communication. In Q4 and Q5 English was recognized as essential for career development by participants and their motivation to improve was clearly expressed. As for Q6, was indirectly addressed through the belief that mastering English may help bridge generational gaps, including supporting children's education.

Implications

The findings obtained from this study call for the need to have comprehensive, more improved training programs for employees working in higher education institutions for personal and organizational development. There appears a huge gap between the way the employees perceived the importance of English proficiency and the levels of their responses to the items under investigation. So, English must be taught not as a school subject but as a tool for personal communication and for international exchange.

Depending on Norton's investment theory (2013), training programs need to be designed in a way that links English language learning to the employees' career practices to make language use more professional and meaningful.

regarding Vygotsky's (1987) sociocultural theory, educational institutions need to focus on interactive learning practices, such as peer or group-based language learning activities, for enhancing language learning through more social engagement.

Broader professional training programs need to focus on developing the way English is taught and integrated by policymakers and educators. This can be achieved through designing the required resources for continuous language support, integrating English for some workplace practices, and ensuring participation by career-linked outcomes.

Limitations

The current study was quantitative one depending on a questionnaire. Results might be richer if more data collection procedures were used. The number of participants was small. Out of 70 questionnaires distributed, only 33 ones were returned. Future studies might include more participants to provide large amount of data.

Future Directions

Future studies can include more institutions or employee groups to get richer data and for generalizability reasons. Longitudinal studies can also be implemented to examine the impact of English language

interventions for professional and parental engagement. Mixed methods are also helpful for gaining deeper insights from participants. Like interviewing participants might help the researchers understand how institutional norms and personal histories shape language engagement.

Future research should also investigate the importance of language learning for labor market which needs to be taken into account by national education policies. Ministry of education and higher education institutions need to collaborate to design certain strategies that promote English proficiency as a factor for professional development and institutional growth.

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