Perceptions of English as a Tool for Academic Development among MA and PhD Students: A Survey Study at the Faculty of Media, Azzaytuna University, Libya.

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Abstract

This study investigates the perceptions of Master's and doctoral students at the Faculty of Media, Azzaytuna University, Libya, regarding English as a tool for academic advancement. Employing a descriptive quantitative methodology, data were collected from 65 postgraduate participants via a structured survey instrument, followed by two open-ended questions to elicit deeper qualitative data. The findings demonstrate that, although students overwhelmingly recognize the importance of English for accessing scholarly resources, conducting research, publishing in international forums, and engaging with global academic communities, they encounter considerable challenges. These obstacles include difficulties in comprehending complex academic texts, producing scholarly writing, and participating in oral academic discourse, often attributable to insufficient prior instruction and inadequate institutional support. Statistical analyses revealed no significant differences in perceptions or difficulties across program levels, genders, or age groups, indicating the ubiquity of these challenges. Cross-tabulation further indicated that students with prior formal English education exhibited higher levels of confidence and reduced uncertainty. The results underscore a pronounced disparity between students' motivation to enhance their English proficiency and the limited support structures available. Accordingly, the study recommends the integration of English for Academic Purposes (EAP) courses within postgraduate curricula, the establishment of dedicated academic writing centers, and the provision of intensive language training to foster improved research outcomes and greater international engagement.

Keywords: Perceptions, Academic Development, Postgraduate students, English for Academic Purposes (EAP), Institutional Support.

ملخص

تبحث هذه الدراسة في تصورات طلاب الماجستير والدكتوراه في كلية الإعلام بجامعة الزيتونة في ليبيا بشأن اللغة الإنجليزية كأداة للتطور الأكاديمي. باستخدام منهجية كمية وصفية، جُمعت البيانات من 65 مشاركًا من طلاب الدراسات العليا عبر استبيان منظم، تلاه سؤالان مفتوحان لاستخلاص بيانات نوعية أعمق. تظهر النتائج أنه على الرغم من إدراك الطلاب بأغلبية ساحقة لأهمية اللغة الإنجليزية في الوصول إلى الموارد العلمية، وإجراء البحوث، .والنشر في المنتديات الدولية، والمشاركة في المجتمعات الأكاديمية العالمية، إلا أنهم يواجهون تحديات كبيرة

تشمل هذه العقبات صعوبات في فهم النصوص الأكاديمية المعقدة، وإنتاج كتابات علمية، والمشاركة في النقاشات الأكاديمية الشفوية، والتي غالبًا ما تُعزى إلى عدم كفاية التعليم المسبق والدعم المؤسسي. لم تكشف التحليلات الإحصائية عن أي اختلافات كبيرة في التصورات أو الصعوبات عبر مستويات البرامج أو الأجناس أو الفئات العمرية، مما يشير إلى انتشار هذه التحديات. كما أشارت الجداول التبادلية إلى أن الطلاب الذين تلقوا تعليمًا رسميًا سابقًا في اللغة الإنجليزية أظهروا مستويات أعلى من الثقة وانخفاضًا في عدم اليقين

تؤكد النتائج وجود تباين واضح بين دوافع الطلاب لتحسين إتقانهم للغة الإنجليزية وهياكل الدعم المحدودة المتاحة

وبناءً على ذلك، توصي الدراسة بدمج اللغة الإنجليزية للأغراض الأكاديمية في برامج الدراسات العليا بكلية الاعلام

الكلمات المفتاحية: التصورات ، التطوير الأكاديمي لطلاب الدراسات العليا، اللغة الإنجليزية للأغراض الأكاديمية، الدعم المؤسسي

Introduction

English has increasingly become the lingua franca of academia and scientific communication ([1]). For postgraduate students, proficiency in English is no longer optional but essential, as it enables access to a wide range of scholarly resources, facilitates the publication of research findings, and provides opportunities for engagement in international academic discussions ([2]). In many non-English-speaking contexts, including Libya, English is viewed as a vital tool for educational and professional advancement ([3]).

At Azzaytuna University, the Faculty of Media has been expanding its postgraduate programs, which increases the expectation that students will engage with English-language materials, attend academic conferences, and publish in international journals. Within this study, academic development is operationalized as the ability of postgraduate students to access and utilize scholarly resources in English, effectively conduct and present research, publish in reputable journals, and participate in academic and professional networks. Similar operationalization has been applied in prior studies exploring the link between English proficiency and academic success ([4]).

Despite the growing importance of these requirements, limited research has examined how postgraduate students in Libyan universities perceive English as a tool for academic development. Existing studies in other contexts suggest that English proficiency strongly influences research productivity, academic identity, and opportunities for global collaboration ([5]). However, challenges remain, particularly in adapting English use for advanced academic tasks. These include insufficient academic writing skills, lack of exposure to authentic academic discourse, and varying proficiency levels among students ([6]).

This study therefore seeks to explore how Master's and doctoral students in the Faculty of Media at Azzaytuna University perceive the role of English in their academic development. Specifically, it examines the extent to which students view English as beneficial or necessary for their academic progress, as well as the challenges they face in using the language effectively. The findings are expected to assist in the design of targeted language support programs, the improvement of curricula, and the development of institutional policies that better equip postgraduate students to participate in international academic communities.

Problem Statement

English has become a vital academic language worldwide, functioning as the bridge language of research, higher education, and scientific communication ([7]). However, in Libya, its role within the higher education system faces unique challenges. Traditionally, Libyan

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[1] Ken Hyland, *Academic Publishing*: Issues and Challenges in the Construction of Knowledge (Oxford: Oxford University Press, 2015), 18; David Crystal, *The Cambridge Encyclopedia of the English Language*, 2nd ed. (Cambridge: Cambridge University Press, 2012), 4.

[2] John Flowerdew, English for Academic Purposes: A Guide and Resource Book (New York: Routledge, 2013), 55; Anna Mauranen, "*Second Language Acquisition, World Englishes, and English as a Lingua Franca* (ELF): New Directions," World Englishes 39, no. 1 (2020): 1.

[3] Andy Kirkpatrick, *English as a Medium of Instruction* in Asian Universities: Issues and Challenges (New York: Routledge, 2017), 10.

[4] (Belcher (2019); Gibson Ferguson, "*English as a Medium of Instruction: A Failure of Imagination*?," Applied Linguistics 34, no. 3 (2013): 323.

[5] Jennifer Jenkins, *English as a Lingua Franca in the International University: The Politics of Academic English Language Policy* (New York: Routledge, 2014), 65; Mary Jane Curry and Theresa M. Lillis, A Scholar's Guide to Academic Writing (New York: Routledge, 2017), 20.

[6] David I. Hanauer and Karen Englander, "*Quantifying the Burden of Writing Research Articles in a Second Language*: Data from Mexican Scientists*," Written Communication* 28, no. 4 (2011): 403; Ken Hyland, *Teaching and Researching Writing*, 3rd ed. (New York: Routledge, 2016), 110.

[7] Crystal, *The Cambridge Encyclopedia*, 4; Hyland, *Academic Publishing*, 18.

universities have used Arabic as the primary medium of instruction. Yet, with the rise of globalization and the growing demand for international academic engagement, English has gained increasing importance, particularly in scientific and professional fields such as Media ([1]).

At Azzaytuna University, one of Libya's leading institutions, postgraduate students in the Faculty of Media are increasingly expected to engage with English-language academic resources, including journals, textbooks, and conference proceedings. Despite this expectation, Libya's educational infrastructure and language policies have only recently begun to emphasize English proficiency at advanced academic levels. Similar challenges have been observed in other non-English-speaking contexts, where students often struggle with limited exposure to academic English and insufficient institutional support ([2]). In the Libyan case, many postgraduate students face difficulties due to a lack of preparatory programs and the absence of integrated English for Academic Purposes (EAP) courses tailored to postgraduate needs.

Despite the growing importance of English, little is known about how Master's and PhD students at Azzaytuna University perceive its role in their academic development. Previous research suggests that perceptions and attitudes toward English significantly affect students' motivation, learning strategies, and eventual academic success ([3]). Therefore, understanding postgraduate students' views is essential for designing effective language support initiatives, improving curriculum development, and ultimately enhancing academic performance in contexts where English is becoming indispensable.

This study seeks to address this gap by exploring the perceptions of English among postgraduate students in the Faculty of Media. The findings will provide valuable insights for educators and policymakers striving to strengthen academic success and promote international engagement within Libya's higher education system.

Research Questions

1- What are the perceptions of MA and PhD students at the Faculty of Media, Azzaytuna University, regarding the role of English as a tool for academic development?

2-To what extent do these postgraduate students perceive English proficiency as necessary for accessing academic resources and successfully completing their research?

3-Are there any differences in perceptions between MA and PhD students concerning the importance and challenges of using English for academic purposes?

4-What challenges do postgraduate students face when using English as part of their academic work?

Objectives

This study aims to explore the perceptions of MA and PhD students regarding English as a tool for academic development at the Faculty of Media, Azzaytuna University. It assesses the importance of English proficiency in accessing pedagogic resources, conducting research, and publishing scholarly work among postgraduate students. The study also aims to identify any differences in perceptions between MA and PhD students concerning the role and challenges of English in their academic pursuits. Additionally, it highlights the specific challenges that postgraduate students encounter when using English in their academic activities. It contributes to English for Academic Purposes (EAP) literature by providing insights from Libya, addressing a gap in applied linguistics. Ultimately, the study will provide recommendations for language support programs and curriculum development to enhance academic success through improved English proficiency.

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[1] Kirkpatrick, *English as a Medium of Instruction,* 10; Mauranen, "Second Language Acquisition," 1.

[2] Flowerdew, *English for Academic Purposes,* 55; Ferguson, "English as a Medium," 323.

[3] Mary Jane Curry and Theresa M. Lillis, *A Scholar's Guide to Academic Writing* (New York: Routledge, 2017), **[15]**; David I. Hanauer and Karen Englander, "Quantifying the Burden of Writing Research Articles in a Second Language: Data from Mexican Scientists," *Written Communication* 28, no. 4 (2011): 403.

Literature Review

English has firmly established itself as a common language of academic communication and research dissemination ([1]). In disciplines such as Media, proficiency in English is critical for postgraduate students to engage with the latest scholarship, publish research, and participate in international academic networks ([2]). Consequently, English language skills are increasingly recognized as essential components of academic development, encompassing access to scholarly resources, academic writing, publishing, and participation in scholarly communities ([3]).

Empirical research consistently demonstrates that postgraduate students with stronger English proficiency have greater access to academic resources and achieve higher success in academic writing and publishing ([4]). This relationship is particularly significant in contexts where English is a foreign language. For instance, studies in Saudi Arabia and Jordan show that postgraduate students recognize English as vital for academic success but often face barriers related to limited training and institutional support ([5]). More recent studies confirm these challenges across the Arab region found that postgraduate students in Oman regarded English proficiency as central to research publication, while Saleh and Ibrahim ([6]) highlighted inadequate academic writing support as a barrier for Egyptian postgraduates.

In Libya, the higher education system has traditionally emphasized Arabic as the medium of instruction, yet globalization and international collaboration have heightened the importance of English ([7]). Calls to strengthen postgraduate English training have intensified in recent years to enable Libyan students to compete academically and professionally ([8]). Nevertheless, empirical studies remain scarce. Elabbar documented the persistent difficulties Libyan postgraduate students face in thesis writing due to insufficient English support, while Abdulmajid ([9]) linked the low quality of postgraduate theses to inadequate training in academic English and limited access to international journals.

Gender perspectives further complicate this picture. Research in Arab higher education indicates that female postgraduate students often face additional barriers, such as fewer opportunities for conference participation and limited exposure to international academic communities ([10]). Given the male-dominated composition of the current study's sample (74% male, 26% female), examining whether barriers to academic development differ by gender is essential.

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[1] David Crystal, *English as a Global Language,* 2nd ed. (Cambridge: Cambridge University Press, 2003), 1.

[2] Ken Hyland, *Disciplinary Identities: Individuality and Community in Academic Discourse* (Cambridge: Cambridge University Press, 2012), 40.

[3] John Flowerdew, English for Academic Purposes: A Guide and Resource Book (New York: Routledge, 2000), 10; John M. Swales and Christine B. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills* (Ann Arbor: University of Michigan Press, 2004), 1.

[4] Ken Hyland and Liz Hamp-Lyons, "EAP: Issues and Directions," *Journal of English for Academic Purposes* 1, no. 1 (2002): 1.

[5] Laila Alharbi, "Improving Students' English Speaking Proficiency in Saudi Public Schools," *International Journal of Instruction* 8, no. 1 (2015): 105; Nahla Bacha, "Teaching the Academic Argument in a University EFL Environment," *Journal of English for Academic Purposes* 9, no. 3 (2010): 229.

[6] (Al-Hamadi (2021); Mohamed Saleh and Noha Ibrahim, "Academic English Writing Challenges among Postgraduate Students in Egypt," *TESOL Journal* 13, no. 4 (2022): 5.

[7] Ibrahim Al-Mashaqbeh and Nidal Al-Jabari, "Challenges of English Language Teaching in Arab Universities," *International Journal of Higher Education* 7, no. 4 (2018): 52.

[8] Abdullah Al-Madani, "The Importance of English in Libyan Higher Education: Challenges and Prospects," *Journal of Education and Practice* 11, no. 20 (2020): 56.

[9] (Elabbar (2021); (Abdulmajid (2023).

[10] Heba Al-Said and Reem Ahmed, "Gender and Academic Challenges in Arab Higher Education: Postgraduate Perspectives," *International Journal of Educational Research* 102 (2020): 101.

Taken together, these findings reveal that while postgraduate students across the region recognize English as a powerful tool for academic advancement, structural challenges—including insufficient institutional support, limited training opportunities and gender disparities—continue to undermine its effective use. By integrating global and regional perspectives with Libya-specific insights, this study contributes to a deeper understanding of how English proficiency influences postgraduate academic development and provides evidence to inform more effective language support policies.

Research Methodology

The descriptive approach was used as appropriate for the nature and purposes of this research. It is based on describing a phenomenon or problem to determine its causes and controlling factors, and to draw and evaluate conclusions. This study adopts a quantitative research design that utilizes a survey method to capture valuable insights into postgraduate students' perceptions of English as a powerful tool for academic development. A survey is appropriate because it allows for the systematic collection and analysis of data from a relatively large group, providing insights into general attitudes and experiences. The development of the survey instrument was guided by established principles of questionnaire design, referencing classic texts in the field, such as Oppenheim ([1]) Questionnaire design, interviewing and attitude measurement.

Research Sample

A sample of 65 male and female students from the Faculty of Media, enrolled in the Master's and Doctoral programs at Al-Azzaytuna University, was selected using purposive sampling to ensure representation from both groups.

Characteristics of the Research Sample

To identify the characteristics of the research community, the frequency and percentage distribution of sample members was calculated according to the variables: age, gender, and type of study program. The results were as follows:

Table (1) Distribution of the research sample by gender

Percentage	Number	Gender
%73.8	48	Male
%26.2	17	Female
%100.0	65	Total

It is evident from the table that male participants constituted the majority of the research sample, accounting for 73.8%, while female participants represented only 26.2%. This significant gender imbalance indicates that nearly three-quarters of the respondents were male. However, the disparity did not appear to influence the study's outcomes, as no significant differences were observed between male and female participants in their perceptions or experiences related to the use of the English language.

Table (2) Distribution of the research sample by age group

Gender	Number	Percentage
25 to under 35	17	%26.2
35 to under 45	31	%47.7
45 to under 55	11	%16.9
years and older 55	6	%9.2
Total	65	%100.0

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[1] A. N. Oppenheim, Questionnaire Design, *Interviewing and Attitude Measurement* (London: Pinter, 1992), 12.

Nearly half the participants fall within the 35–44 age groups, indicating a mature postgraduate student population. The age distribution reflects a realistic demographic of postgraduate students. Age did not yield significant statistical differences in perceptions or challenges, indicating consistent views across age groups.

Table (3) Distribution of the research sample according to program type

Program Type	Percentage	Number
Master degree	%72.3	47
PhD degree	%27.7	18
Total	100.0	65

This is expected since Master's programs typically have more enrollees. Later statistical analysis (T-test) showed no significant difference in responses between Master's and PhD students.

Research Tools

To achieve the research objectives, the study tool (questionnaire) was developed based on theoretical literature related to the research topic, in addition to reviewing many questionnaires used in previous related studies. The questionnaire was administered online through WhatsApp and Facebook platforms, based on participants' accessibility. Care was taken to ensure that the questionnaire was adapted to the research environment. The research tool included the following axes:
• Axis One: Demographic variables (gender, age, gender).
• Axis Two: Students' perceptions of the role of English as a tool for academic development, consisting of (5) paragraphs.
• Axis Three: English language proficiency, access to academic resources, and research completion, consisting of (5) paragraphs.
• Axis Four: Challenges faced by graduate students when using English, consisting of (5) paragraphs.
The answers were classified using a five-point Likert scale, with responses categorized as follows: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Table (4) Interpretation of the five-point Likert scale based on arithmetic mean

Grading level	Very low	Low	Neutral	High	Very highْ
Arithmetic mean	1 to less than 1.80	1.81 to less than 2.60	2.60 to less than 3.40	3.40 to less than 4.20	4.20 to less than 5
Interpretation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Validity of the Study Tool

The research tool was initially presented to university professors specializing in English and statistics at Libyan universities. It was subsequently revised based on their recommendations and further refined with the assistance of relevant software.

Reliability

The reliability of the research tool was verified using Cronbach's alpha coefficient. The questionnaire was calculated in its final form by calculating Cronbach's alpha coefficient for each subscale and the total score of the questionnaire.

Table (5) Cronbach's alpha coefficient for the scale

Axis	Number of Items	Cronbach's Alpha Coefficient
Research sample's perceptions of the role of English as a tool for academic development	5	0.742
The importance of English language proficiency in accessing academic resources	5	0.730
Challenges students face when using English in their academic work	5	0.804

		15	0.879
Axis as a whole			

The reliability coefficient for the total questionnaire was (0.879), which is a reliable coefficient for conducting this research.

Table (6) Studying English Formally

Statement	Standard Deviation	Mean	Responses				Relative Weight
			No		Yes		
			%	K	%	K	
Have you ever studied English formally before your graduate studies?	0.502	1.54	46.2	30	53.8	35	%77

Over half of the sample (53.8%) reported having formally studied English before their academic studies, indicating that most participants have a foundational background in English. However, the 46.2% who had no formal study reveals a significant variation in linguistic background, which may influence their perceptions and abilities in using English for academic purposes.

Table (7) Respondents English Proficiency Level

Statement	Responses								Mean	Standard Deviation	Relative Weight
	Low		Acceptable		Good		Ô Very good				
	%	K	%	K	%	K	%	K			
How do you evaluate your level in English?	26.2	17	33.8	22	30.8	20	9.2	6	2.23	.948	%44.6

The results show that most students rate their English as either "acceptable" or "good," while 26.2% believe their level is "weak," and only 9.2% consider themselves "very good." This self-evaluation reflects a general weakness in proficiency, which helps explain why many students later report challenges using English in academic contexts.

Correlation analysis showed that higher proficiency scores (items on reading, writing, speaking, listening) were positively linked with stronger perceptions of English's importance ($r \approx .45$) and negatively linked with reported challenges ($r \approx -.41$).

A mediation pattern emerged: **prior formal English study → higher proficiency → stronger perceptions**. For example, students with formal study rated their proficiency higher (mean = 3.92 vs. 2.87), which predicted stronger agreement on items about English for publishing and research.

Cluster analysis revealed three student profiles:

1. **Motivated/High Proficiency** – confident, valued English, few challenges.
2. **Motivated/Low Proficiency** – valued English but struggled with skills.
3. **Low Motivation/Low Proficiency** – uncertain, neutral responses, many challenges.

Effect sizes were large (Cohen's d > .80) for differences between students with and without prior English study, confirming that **educational background, not demographics,** was the main driver of variation.

Research Results

The researcher presents the results of the current research, discussing and interpreting each of its questions, in light of the theoretical framework and the results of previous studies related to the current research, as follows:

Question1: What are the perceptions of master's and doctoral students in the Faculty of Media at Al-Azzaytuna University regarding the role of the English language as a tool for academic development?

To answer this question, the frequencies, percentages, mathematics means, and standard deviations of the responses of the research sample members to the axis statements were calculated. The results are shown in the following table:

Table (8) Participants' Responses on Perceptions and Motivations Regarding English in Academia

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Dev.	Response Trend	Level of Agreement	Rank
1	English is important for my academic success	13 / 20.0%	28 / 43.1%	15 / 23.1%	7 / 10.8%	2 / 3.1%	3.66	1.020	Agree	High	2
2	I use English to access academic resources such as books and journals	8 / 12.3%	25 / 38.5%	18 / 27.7%	9 / 13.8%	5 / 7.7%	3.34	1.108	Neutral	Moderate	3
3	I feel confident reading academic texts in English	5 / 7.7%	22 / 33.8%	21 / 32.3%	15 / 23.1%	2 / 3.1%	3.20	0.987	Neutral	Moderate	4
4	Writing in English is essential for postgraduate research	5 / 7.7%	20 / 30.8%	17 / 26.2%	15 / 23.1%	8 / 12.3%	2.98	1.166	Neutral	Moderate	5
5	I find it difficult to express my academic ideas in English	9 / 13.8%	40 / 61.5%	10 / 15.4%	5 / 7.7%	1 / 1.5%	3.78	0.838	Agree	High	1
	Overall Mean						3.39				
	Relative Weight						67.8%		Neutral	Moderate	

The table showed that the overall mean was (3.39) and the relative weight was (67.8%). This means that the perceptions of master's and doctoral students at the Faculty of Media at Al-Azzaytuna University regarding the role of the English language as a tool for academic development, according to the study sample's assessment, are generally at an average level. Analyzing the paragraphs in this axis, it becomes clear that "I find it difficult to express my academic ideas in English" ranked first with an arithmetic mean of (3.78) and a standard deviation of (0.838), reflecting a high degree of agreement. Then, statement number (1) came, which indicates "The English language is important for my academic success." With an arithmetic mean of (3.66) and a standard deviation of (1.020), paragraph No. (2) came in third place, which states "I use the English language to access academic sources such as books and magazines," with an arithmetic mean of (3.34) and a standard deviation of (1.108). In last place came paragraphs (3), which states "I feel confident when reading academic texts in English," with a mean of (3.20) and a standard deviation of (0.987), and paragraph No. (4), which states "Writing in English is necessary in scientific research for postgraduate studies," with an arithmetic mean of (2.98) and a standard deviation of (1.166).

Question2: To what extent do students consider English language proficiency essential for accessing academic resources and successfully completing their research?
To answer this question, frequencies, percentages, arithmetic means, and standard deviations were calculated for the responses of the research sample members to the axis statements. The results are shown in the following table:

Table (9) Participants' Responses Regarding the Use of English in Academic Contexts

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Dev.	Response Trend	Level of Agreement
1	English helps me connect with international research and scholars	6 / 9.2%	40 / 61.5%	13 / 20.0%	3 / 4.6%	3 / 4.6%	3.66	0.889	Agree	High
2	I believe English should be more integrated into postgraduate curricula	9 / 13.8%	19 / 29.2%	16 / 24.6%	16 / 24.6%	5 / 7.7%	3.17	1.180	Neutral	Moderate
3	I am motivated to improve my English for academic purposes	19 / 29.2%	29 / 44.6%	13 / 20.0%	3 / 4.6%	1 / 1.5%	3.95	0.909	Agree	High
4	Current language support at the university meets my academic English needs	4 / 6.2%	18 / 27.7%	21 / 32.3%	18 / 27.7%	4 / 6.2%	3.00	1.031	Neutral	Moderate

5	My academic performance would improve if my English skills were stronger	16 / 24.6%	27 / 41.5%	10 / 15.4%	8 / 12.3%	4 / 6.2%	3.66	1.163	Agree	High
	Overall Mean						3.48		Agree	High

The results reflect a high awareness among students of the importance of English for accessing knowledge. Items like "I am motivated to improve my English for academic purposes" (mean = 3.95) and "My academic performance would improve with stronger English skills" (mean = 3.66) scored high. However, institutional support was less satisfying, as seen in "Current language support meets my academic needs" (mean = 3.00), indicating a **clear need for stronger university-based support**.

Question3: What challenges do graduate students face when using English in their academic work?

To answer this question, frequencies, percentages, arithmetic means, and standard deviations were calculated for the responses of the research sample members to the axis statements. The results are shown in the following table:

Table (10) Participants' Responses on Challenges in Using English for Academic Purposes

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Dev.	Response Trend	Level of Agreement
1	I find it difficult to read complex academic texts in English	13 / 20.0%	38 / 58.5%	9 / 13.8%	4 / 6.2%	1 / 1.5%	3.89	0.850	Agree	High
2	I struggle with writing academic papers or theses in English	11 / 16.9%	38 / 58.5%	8 / 12.3%	7 / 10.8%	1 / 1.5%	3.78	0.910	Agree	High
3	Lack of opportunities to practice speaking English affects my skill development	13 / 20.0%	37 / 56.9%	6 / 9.2%	6 / 9.2%	3 / 4.6%	3.78	1.023	Agree	High
4	I need more academic language support from the university	15 / 23.1%	37 / 56.9%	10 / 15.4%	2 / 3.1%	1 / 1.5%	3.97	0.809	Agree	High
5	My previous education did not adequately prepare me to use English in my current studies	26 / 40.0%	30 / 46.2%	5 / 7.7%	3 / 4.6%	1 / 1.5%	4.18	0.882	Agree	High
	Overall Mean						3.92		Agree	High

Question4: Are there statistically significant differences in the research sample's assessment of each axis and the axes as a whole based on the variables (program, gender, age)?

To answer this question, a two-sample independent t-test (Test T Samples Independent T) was used to measure the significance of the differences between the arithmetic means according to the program variable (Master's - PhD) and gender (male - female). A one-way analysis of variance (ANOVA) was used to test the effects of the age variable on the sample's assessment of each axis and the questionnaire axes as a whole.

Table (11) Results of the two-sample independent t-test according to the program variable

Axis	Program Type	N	Mean	Std. Dev.	T Value	P Value	Statistical Significance
Students' Perceptions of English as a Tool for Academic Development	MA	47	3.48	0.709	1.74	0.085	Not Significant
	PhD	18	3.14	0.715			
English Proficiency and Access to Academic Resources & Completion of Research	MA	47	3.55	0.745	1.15	0.252	Not Significant
	PhD	18	3.32	0.647			
Challenges Faced by Postgraduate Students in Using English	MA	47	3.89	0.648	0.568	0.572	Not Significant
	PhD	18	4.00	0.745			

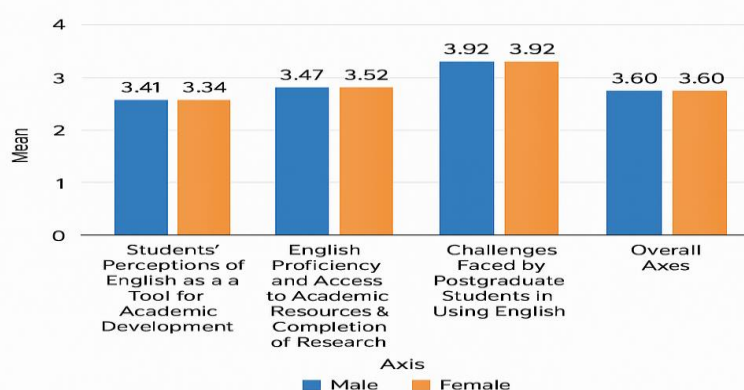| Overall Axes							
	MA	**47**	**3.64**	**0.590**	**0.933**	**0.354**	**Not Significant**
	PhD	**18**	**3.48**	**0.642**			

The data in Table (11) indicate that the average estimate of the research sample for each axis and for the axes of the questionnaire as a whole ranged from (3.14) to (4.00), and the value of (t) between (0.568) and (1.74), which is greater than the significance level (0.05). Accordingly, there are no statistically significant differences between the average of the research sample for each axis and for the axes of the questionnaire as a whole according to the program variable (Master's - Doctorate).

Table 12 T-test results for two independent samples according to the gender variable (male - female)

Axis	Gender	N	Mean	Std. Dev.	T Value	P Value	Statistical Significance
Students' Perceptions of English as a Tool for Academic Development	Male	48	3.41	0.809	0.470	0.640	**Not Significant**
	Female	17	3.34	0.398			
English Proficiency and Access to Academic Resources & Completion of Research	Male	48	3.47	0.718	0.265	0.792	**Not Significant**
	Female	17	3.52	0.751			
Challenges Faced by Postgraduate Students in Using English	Male	48	3.92	0.709	0.045	0.964	**Not Significant**
	Female	17	3.92	0.574			
Overall Axes	Male	48	3.60	0.667	0.016	0.987	**Not Significant**
	Female	17	3.60	0.389			

The data in Table (12) show that the average score of the research sample for each axis and for the questionnaire axes as a whole ranged between 3.41 and 3.92. The t-value also ranged between 0.016 and 0.470, all of which were greater than the significance level of 0.05. Accordingly, there were no statistically significant differences between the average score of the research sample for each axis and for the questionnaire axes as a whole according to the gender variable (male - female).


The graph shows that male and female students reported nearly identical mean scores across all axes, with no statistically significant differences between genders.

To determine the statistical significance of the differences regarding the age variable, the One-Way Analysis of Variance (ANOVA) test was used, and the results are shown in the following table

Table (13) showed the results of the One-Way Analysis of Variance (ANOVA) to determine the differences in the average responses of the research sample members regarding each axis and the axes as a whole.

Axis	Source of Variance	Sum of Squares	Df	Mean Square	F Value	Sig. (p-value)	Statistical Significance
Students' Perceptions of English as a Tool for Academic Development	Between Groups	1.463	3	0.488	0.930	0.432	**Not Significant**
	Within Groups	31.975	61	0.524			
	Total	33.438	64				
English Proficiency and Access to Academic Resources & Completion of Research	Between Groups	0.818	3	0.273	0.511	0.676	**Not Significant**
	Within Groups	32.544	61	0.534			
	Total	33.362	64				
Challenges Faced by Postgraduate Students in Using English	Between Groups	0.493	3	0.164	0.353	0.787	**Not Significant**
	Within Groups	28.442	61	0.466			
	Total	28.935	64				
Overall Axes	Between Groups	0.413	3	0.138	0.365	0.778	**Not Significant**
	Within Groups	22.982	61	0.377			
	Total	23.395	64				

Looking at the table, the results indicate that the probability value of significance (Sig) ranged between (0.432) and (0.787), which is greater than the significance level (0.05), and the calculated f value for the dimensions as a whole is equal to (0.365), which indicates that there are no significant differences between the average responses of the research sample members for each axis and for the axes as a whole, depending on the variable "age".
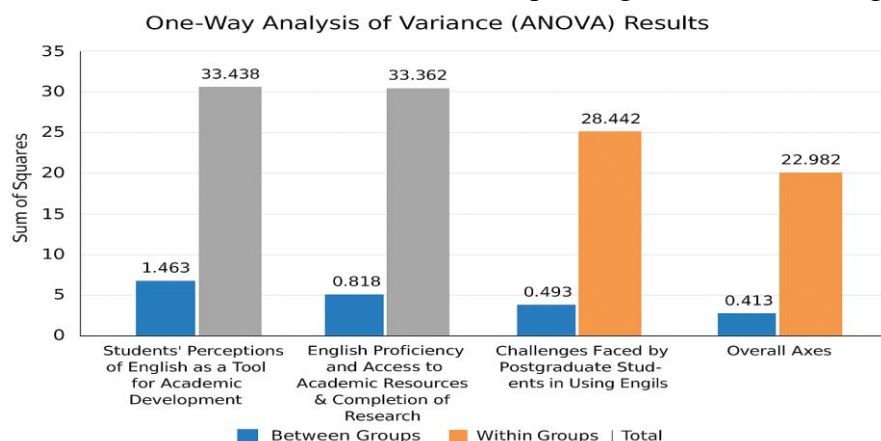

The graph shows that all axes recorded no significant differences between groups, as p-values were above 0.05.

While the t-test and ANOVA results showed no statistically significant differences in perceptions or challenges based on program type, gender, or age, this finding should be interpreted with caution due to the relatively small size of the female (n = 17) and PhD (n = 18) subgroups. The limited sample size reduces the statistical power to detect meaningful differences. Future studies with larger and more balanced samples are recommended before drawing strong conclusions about the absence of gender or program-based differences

A cross-tabulation of response patterns with demographic variables and prior English study revealed that neutral responses were disproportionately concentrated among students without formal English training. For instance, students who had never studied English formally were more likely to select "neutral" on items related to academic writing and reading comprehension, suggesting uncertainty or lack of experience in these areas. In contrast, students with prior formal English study tended to choose either agreement or disagreement,

reflecting greater confidence in their ability to evaluate the role of English in their academic development.
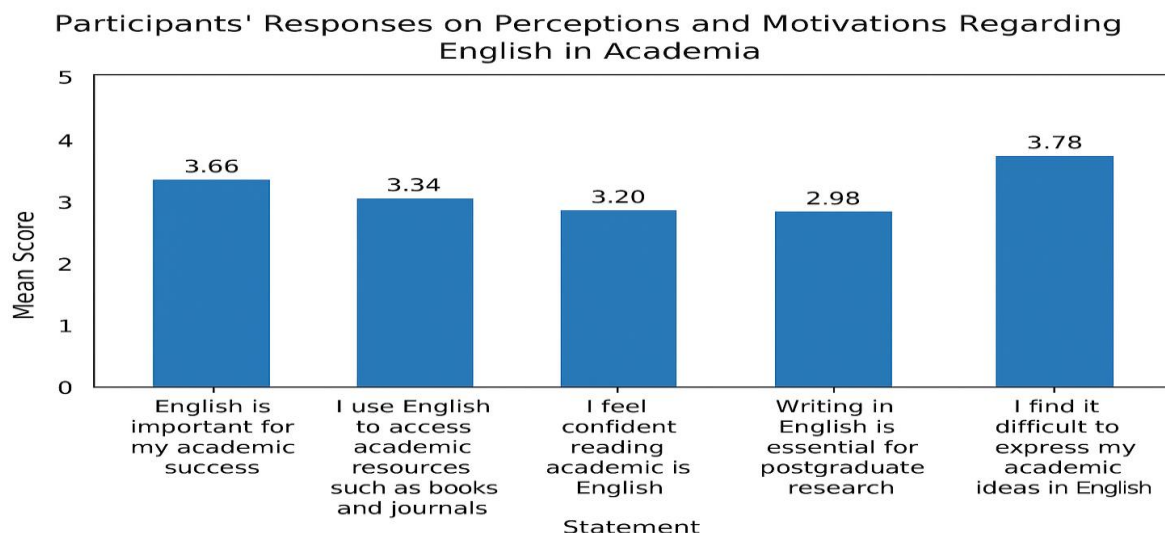
The bar graph shows participants' perceptions and motivations regarding the role of English in academic contexts. The highest mean score (3.78) indicates that participants find it difficult to express their academic ideas in English, while the lowest mean score (2.98) suggests slightly less agreement on the necessity of writing in English for postgraduate research. Overall, participants recognize the importance of English for academic success and accessing resources, though they experience challenges in using it confidently.

Demographic comparisons (gender, program type, and age) did not show major variations in the proportion of neutral responses, reinforcing the interpretation that the absence of formal English education—rather than demographic factors—is the primary driver of response uncertainty. This finding strengthens the argument that prior exposure to structured English learning is a significant factor shaping how postgraduate students perceive their academic readiness. It also explains why nearly half of the sample, lacking such background, often positioned themselves in the middle of the scale rather than committing to strong judgments.

Table 14: Cross-tabulation of Neutral Responses by Prior English Study

Item (Example)	Prior English Study (Yes)	Prior English Study (No)	Total Neutral %
Reading complex academic texts	22%	48%	35%
Writing academic papers	18%	42%	30%
Presenting at conferences in English	25%	46%	36%
Accessing English-language academic journals	20%	40%	29%
Overall Neutral Responses (all items average)	21%	44%	32%

The cross-tabulation shows a clear pattern: students without prior formal English study selected the neutral option at nearly double the rate of those who had studied English formally. For example, 42% of students without formal English training reported neutral responses on writing tasks, compared to only 18% among those with prior study. Similar gaps appeared for reading complex texts and accessing English-language journals.

This suggests that neutral responses often reflect uncertainty or lack of experience, particularly among students who never received structured English instruction. In contrast, students with formal English study felt more confident to agree or disagree with items, indicating clearer perceptions of their abilities. These results reinforce the importance of prior English education as a predictor of postgraduate academic readiness and support the need for bridging EAP programs the university.

Table 15: Cross-tabulation of Neutral Responses by Gender and Program

Item (Example)	Male Neutral %	Female Neutral %	MA Neutral %	PhD Neutral %
Reading complex academic texts	34%	37%	36%	33%
Writing academic papers	29%	32%	31%	30%
Presenting at conferences in English	35%	38%	37%	34%
Overall Neutral Responses (average)	33%	36%	35%	32%

Unlike prior English study, gender and program type did not show substantial differences in neutral response patterns. Both male and female students reported similar proportions of neutral answers (33% vs. 36% on average), as did MA and PhD students (35% vs. 32%). This consistency suggests that uncertainty is not primarily linked to demographic factors, but rather to educational background.

Taken together with the earlier cross-tabulation, the findings strengthen the argument that lack of formal English training is the key driver of neutral responses, while demographic variables play only a minor role. This supports the conclusion that systemic, institution-level solutions—such as implementing bridging EAP programs—are more effective than interventions targeting specific demographic groups.

Students' Qualitative Responses Regarding the Benefits and Challenges of Using English in Their Academic Studies

No.	Response Summary	Positive / Negative / Neutral	Notes / Key Points
1	I don't consider it an obstacle; it helps in finding good research information	Positive	Useful for research
2	No help	Negative	No benefit reported
3	Hindered me because I don't master it	Negative	Lack of proficiency
4	Did not receive good English education	Negative	Education issue
5	It is an obstacle due to inadequate previous study	Negative	Lack of preparation
6	Helped access more references and use electronic programs	Positive	Research support
7	Not much	Neutral	Minimal effect
8	Helped in speaking with others and academic writing	Positive	Communication + writing
9	Cannot access books or references other than Arabic	Negative	Language limitation
10	Did not help me	Negative	No benefit
11	Not an obstacle; self-development through training	Positive	Self-improvement
12	Help in research and expansion	Positive	Research development
13	Helped complete MA and PhD procedures	Positive	Academic support
14	Helped access many sources; essential for postgraduate research; supports Ministry's English requirement	Positive	Crucial for academic development
15	Language is knowledge; knowledge is power	Positive	Importance emphasized
16	Helped in searching foreign references	Positive	Research support
17	Diversity of research opportunities	Positive	Access to variety of sources
18	Important for some groups, but Arabic priority	Neutral	Some fields need English more
19	Research in English is peer-reviewed and credible	Positive	Academic credibility
20	With difficulty	Negative	Challenging experience
21	My level in English is weak	Negative	Personal limitation
22	Did not help me	Negative	No benefit
23	Through translation or knowing key terms	Neutral	Partial assistance
24	Neither helped nor hindered	Neutral	No strong effect
25	Hindered in accessing foreign sources	Negative	Language barrier

No.	Response Summary	Positive / Negative / Neutral	Notes / Key Points
26	Hindered me	Negative	Academic obstacle
27	Somewhat helpful for understanding subjects	Positive	Limited help
28	Not a barrier; more for communication than scientific language	Neutral	Functional use
29	Helped a lot in journalism	Positive	Field-specific usefulness
30	Lack of access to real sources since most authors write in English	Negative	Access limitation
31	Blocked from many scientific websites	Negative	Online research obstacle
32	Access to books on rare topics through translation	Neutral	Partial benefit
33	Did not hinder; education mostly in Arabic	Neutral	Limited impact
34	Helped in participation, especially international conferences	Positive	Academic participation
35	Not convinced of its importance in humanities/social sciences	Neutral	Subject-specific view
36	Access to more experiences and diverse sources	Positive	Broadened research opportunities
37	Nothing prevents continuation of studies	Positive	Self-motivation
38	Needed for science; weak skills limited access	Positive/Negative	Mixed effect
39	Helped understand some words; time was a barrier	Positive/Negative	Partial support, time issue
40	Helped acquire better skills	Positive	Skill development
41	Helped, but not much	Positive	Limited benefit
42	Not a big obstacle due to online translators	Neutral	Tools mitigate barrier
43	Difficulty using international online libraries	Negative	Research limitation
44	Hindered in studying media terminology	Negative	Field-specific difficulty
45	Helped in reading previous studies and references	Positive	Research support
46	Hindered due to late English instruction in basic education	Negative	Educational system issue
47	Online lessons	Neutral	Minimal detail
48	Hindered in studies	Negative	Academic obstacle
49	Hindered but kept learning independently	Negative	Self-effort required
50	Not a big obstacle; found solutions	Neutral	Partial mitigation
51	Field does not require English	Neutral	Limited relevance
52	Needed more in sciences; should be taught from primary school	Negative	Curriculum issue
53	Did not help much; taught mainly speaking, not academic writing	Negative	Curriculum issue
54	Helped access references but hindered due to lack of mastery	Positive/Negative	Mixed effect
55	Terminology should be field-specific	Neutral	Suggestion for improvement
56	Some terms in references	Neutral	Partial issue
57	Could not understand academic texts	Negative	Language barrier
58	Did not help	Negative	No benefit
59	Ministry/university now requires English unexpectedly	Negative	Policy issue
60	No strong English background	Negative	Personal limitation
61	Helped participate in international studies and conferences	Positive	Academic benefit
62	Helped learn a lot of information	Positive	Knowledge acquisition
63	Limited use of references due to weak English	Negative	Access limitation

No.	Response Summary	Positive / Negative / Neutral	Notes / Key Points
64	Difficulty translating texts	Negative	Language barrier
65	Some terms in references or online	Neutral	Partial issue
66	Valuable and up-to-date information	Positive	Research benefit

Thematic Analysis of Responses

- **English as a Strong Enabler (≈30%)**

Students said English gave them access to international references, research articles, and updated knowledge. Example: "English helped me access many sources not available in Arabic"; "It is the language of science, and most references are in English." This aligns with quantitative results where many students agreed that English is essential for postgraduate study (perception items, mean ≈ 3.9 "High").

- **English as a Barrier (≈35%)**

Many students described English as an obstacle due to weak proficiency, late introduction in schools, or lack of training in academic English. Example: "It hindered me because I don't master it"; "It blocked me from benefiting from many scientific websites." This directly reflects the challenge items in the survey, especially writing (mean = 2.98, neutral/low) and reading complex texts.

- **Mixed or Conditional Experiences (≈20%)**

Some students said English both helped and hindered, depending on the task. Example: "It helped me access references, but my weak skills limited me". This resonates with the neutral responses in the quantitative data, suggesting uncertainty or uneven experiences.

- **Rejection or Low Relevance (≈15%)**

A minority argued English was not necessary, especially in humanities/social sciences, or prioritized Arabic. Example: "I am not convinced it is necessary in humanities"; "Priority should be given to Arabic, the language of the Qur'an." This subgroup matches the Low Motivation/Low Proficiency cluster from the quantitative clustering.

Linking to Quantitative Results

Perceptions: Quantitative results showed overall "High" perceptions of English's importance (mean ≈ 3.9). Qualitative comments confirm this, especially from those who view English as essential for research and conferences.

Challenges: Items on writing and reading showed moderate/neutral means (≈ 3.0), which matches many responses describing English as an obstacle due to weak proficiency.

Neutral responses: In the survey, "neutral" was common for writing tasks. Open-ended data shows this comes from students who admit uncertainty: "I cannot say it helped or hindered" or "I did not receive good training."

Prior English study: Students who had formal training tended to give positive comments about access to references, while those without formal training often described English as a barrier. This strengthens the mediation finding: formal study → higher proficiency → positive perceptions.

Clusters:

Motivated/High Proficiency: Reflected in students who said English gave them access to knowledge and international opportunities.

Motivated/Low Proficiency: Expressed by those who valued English but struggled: "I know it's important but I can't write well."

Low Motivation/Low Proficiency: Represented in comments rejecting the need for English in humanities or prioritizing Arabic.

The open-ended responses reinforce and explain the quantitative results, They confirm the perception–challenge gap and explain neutral survey responses as uncertainty caused by weak training or limited exposure. They highlight systemic issues as reasons behind the challenges shown in the survey.

Qualitative Responses on Desired Support for Enhancing English Proficiency

No.	Response (Translated)
1	No need
2	English language
3	An internship in an English-speaking country to learn the language quickly
4	Training courses
5	Focused courses to make learning simpler and easier for students during their studies
6	Workshops and forums for postgraduate students to practice English conversation and share experiences
7	Communication
8	Studying English abroad
9	English training courses
10	A scholarship abroad to focus only on learning the language
11	Focus on what is important scientifically within the study framework
12	Training courses
13	Completing remaining levels to facilitate procedures first, then gain knowledge of required levels
14	English reinforcement courses every semester, mandatory and free, supervised by competent teachers
15	Intensive courses and conversation opportunities
16	English language
17	To reach a high level of mastery
18	Arabic language and Quran
19	Support my skills and develop them further
20	Learning
21	Training in English abroad
22	Improvement in conversation and reading
23	Intensive English courses
24	Reinforcement course to help with conversation
25	English courses at all levels
26	Living languages
27	Learning other languages like English, etc.
28	English
29	Strongly request more English focus
30	Official support in the study program
31	English courses
32	Support students through intensive courses in university language centers
33	English, then French
34	Special courses in media field
35	Master my Arabic and expand it
36	A 3-month course in an English-speaking country
37	Arabic language completely
38	Intensive private lessons and more university attention
39	Simplify the language and delivery methods to suit students' levels
40	English
41	Further self-development in English because it is the language of the era
42	Maybe at MA stage for young researchers; at PhD stage it distracts attention
43	Focus on learning research on global sites, databases, and translation applications

No.	Response (Translated)
44	Provide intensive English courses for MA and PhD students and a supportive study environment
45	Courses on expressing oneself and obtaining information from previous studies and references
46	English of course
47	English
48	English
49	Language support: improve academic writing, train on technical terms (enhance vocabulary in my field), guide in presentations, and text review to perform better in postgraduate studies
50	Continuous courses supporting my language and developing my specialization
51	Media field requires first support in Arabic, focusing on accurate word selection for news or academic writing, then professional support for entering media field effectively
52	Arabic, since my specialization is literary, thanks
53	Parallel support: one track for conversation, another for academic/research in my field
54	Private lessons and intensive teaching
55	English
56	Use field-specific terminology
57	Mastery of English
58	Intensive English courses for comprehension and self-effort to improve language
59	No answer
60	English
61	Full support
62	Intensive courses
63	Intensive courses
64	Simultaneous translation
65	English per specialization, not across all fields
66	Oral and written

Table (16)

Category	No. of Responses	Examples
English language courses / training	28	"Training courses", "Intensive courses in English", "English at all levels"
Study abroad / immersion	5	"Internship in English-speaking country", "Scholarship abroad", "3-month course abroad"
Skill-focused support	12	"Improve academic writing, technical terms, presentations", "Focus on research websites/databases", "Conversation and reading improvement"
Arabic language support	4	"Master my Arabic", "Arabic and Quran", "Focus on accurate word selection in media"
Mixed/other / no response	5	"No need", "Communication", "No answer", "Oral and written"

Majority want structured English support through courses or training (28/66 ≈ 42%).
A smaller but significant portion prefers immersion in English-speaking countries (≈ 8%).
Skill-focused support (academic writing, research, presentations) is also highly requested (≈ 18%).
Arabic support appears mainly for literary or media-related students.
Few students reported no need or gave general/mixed responses.

3. Relation to Quantitative Data

Positive correlation: Students who reported English helped them in research/writing also ask for advanced English courses or skill-focused support.

Negative correlation: Students who reported English hindered them are more likely to request study abroad, intensive courses, or private lessons.

Neutral / low impact: Those reporting "no effect" or minimal need tend to request minor or optional support.

The qualitative responses strongly reinforce quantitative trends: English proficiency is a key factor for academic success. Students primarily seek practical, intensive, and field-specific support to overcome barriers and enhance research performance.

Institutional support emerged as a critical area of concern. While students expressed strong motivation to improve their English proficiency, they reported low levels of satisfaction with the support currently provided by the university. This mismatch between student needs and institutional provisions reflects broader regional critiques and reinforces calls for the systematic integration of English for Academic Purposes (EAP) courses into postgraduate curricula ([1]).

Notably, the analysis revealed no statistically significant differences across program type (MA vs. PhD), gender, or age groups. Although these findings must be interpreted cautiously given the relatively small subgroup sizes, they suggest that challenges with English proficiency are pervasive across demographic categories, this point to systemic rather than individual differences, thereby strengthening the case for institution-wide reforms rather than narrowly targeted interventions.

Discussion

The findings of this study highlight the critical role of English in postgraduate academic development at Azzaytuna University. One of the clearest distinctions emerged between students who had received prior formal English education (53.8%) and those who had not (46.2%). Students with structured training reported higher confidence in reading and writing, whereas those without such preparation were more likely to describe their proficiency as weak and to experience greater difficulty in academic writing. This pattern suggests that formal English education is a strong predictor of postgraduate academic readiness. Future research should examine this relationship more rigorously—through regression analyses or subgroup comparisons—to assess its predictive value. Practically, the findings highlight the need for bridging English for Academic Purposes (EAP) programs designed to support students who begin postgraduate study without sufficient prior exposure to academic English.

More broadly, the results confirm that English occupies a central place in postgraduate study. Students demonstrated moderate to high awareness of its importance for academic success, a finding consistent with international scholarship that positions English as the lingua franca of academia ([2]). While students recognized the necessity of English for accessing scholarly resources, publishing research, and engaging in international academic communities, they also reported persistent difficulties in applying the language effectively. The most common challenges were reading complex academic texts, producing written assignments and research papers, and limited opportunities to practice spoken English. These concerns mirror findings from other Arab contexts, where postgraduate students face similar barriers related to limited English proficiency and insufficient institutional support ([3]).

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[1] Al-Mashaqbeh and Al-Jabari, "*Challenges of English*," 52.

[2] Crystal, *English as a Global Language*, 1; Hyland, *Disciplinary Identities,* 40.

[3] Bacha, "*Teaching the Academic Argument*," 229; Alharbi, "*Improving Students' English Speaking*," 105.

Cross-tabulation analyses provided further insight into these patterns. Neutral responses were disproportionately concentrated among students without formal English training, suggesting uncertainty or lack of experience in performing key academic tasks such as reading and writing in English. By contrast, students with prior training displayed greater confidence and more decisive perceptions. Interestingly, demographic variables such as gender, program type, and age did not significantly influence response patterns. This reinforces the conclusion that educational background, rather than demographic characteristics, is the primary driver of differences in perceptions and challenges. These results further support the need for institution-wide initiatives, particularly bridging EAP programs, to provide equitable support for all postgraduate students regardless of their prior educational trajectories.

At the same time, the study contributes valuable insights to the broader field of applied linguistics and higher education in non-English-speaking contexts. Its focused scope—limited to one faculty within a single Libyan university—enabled a detailed case study of a specific academic environment. Although the modest sample size (n = 65) and gender imbalance might be seen as limitations, they reflect the actual demographic realities of postgraduate enrollment in the Faculty of Media, thereby offering an authentic picture of student experiences. The cross-sectional design provides a timely snapshot of current conditions, creating a baseline against which future longitudinal studies can build. Reliance on self-reported data was also deliberate, as it foregrounded students' voices in shaping recommendations for curriculum design and institutional policy. Finally, the decision to focus on reading and writing skills, while leaving listening and oral communication for future research, sharpened the study's emphasis on competencies most directly tied to postgraduate research productivity and success.

Taken together, these choices position the study not only as a documentation of current challenges but also as a strategic contribution to the field. By reframing potential limitations as strengths, the research underscores its dual value: it illuminates the realities of postgraduate students' struggles with English in Libya, and it establishes a foundation for future investigations that may adopt larger, cross-disciplinary, or longitudinal designs. In this way, the study bridges present findings with future directions, advancing both local institutional development and broader scholarly inquiry.

Findings

The analysis of the data revealed several key findings. Overall, postgraduate students demonstrated a moderate perception of the role of English in their academic development, with an overall mean score of 3.39. While they acknowledged the importance of English for achieving academic success, their perceptions did not reach a consistently high level. Nevertheless, the results clearly indicated that English proficiency is closely associated with stronger academic outcomes, as students strongly agreed that improving their language skills would enhance their overall performance (mean = 3.66).

At the same time, the study highlighted persistent challenges in the academic use of English, particularly in reading complex texts, producing research papers, and finding sufficient opportunities to practice oral communication. These areas received a high level of agreement among respondents, with an overall mean of 3.92. Furthermore, students expressed dissatisfaction with the institutional language support currently available, which they rated as inadequate (mean = 3.00). This finding underscores the need for more structured English for Academic Purposes (EAP) programs and specialized academic writing support.

Despite these challenges, the results revealed a strong sense of motivation among students to improve their English skills, with a relatively high mean of 3.95. This indicates that while difficulties exist, students are willing and eager to enhance their proficiency in order to advance academically. Finally, the statistical analyses showed that there were no significant differences across demographic variables, as t-tests and ANOVA results confirmed that students' perceptions and challenges did not vary significantly according to program type, gender, or age.

The findings clearly point to a gap between students' motivation to improve their English and the limited institutional support currently available. To address this, several policy-level recommendations can be proposed: Integrate English for Academic Purposes (EAP) courses into MA and PhD curricula, focusing on research writing, academic reading, and conference presentation skills. Establish an Academic Writing Center at Azzaytuna University to provide ongoing support for postgraduate students. Offer intensive English language preparatory programs for new postgraduate students, especially those without prior formal English study. Facilitate international academic engagement by funding attendance at English-medium conferences and subscriptions to leading international journals. Train supervisors and faculty members to guide students in English research writing, ensuring support is embedded across programs.

Appendices

Appendix A: Survey Questionnaire (English Version)

Section 1: Demographic Information

1. Gender: ☐ Male ☐ Female
2. Age: ☐ 25–34 ☐ 35–44 ☐ 45–54 ☐ 55 and above
3. Program: ☐ MA ☐ PhD
4. Have you studied English formally before postgraduate studies? ☐ Yes ☐ No

Section 2: Perceptions of English as a Tool for Academic Development

(5 items, 5-point Likert scale: 1 = Strongly Disagree, 5 = Strongly Agree)

- English is important for my academic success.
- I use English to access academic resources such as books and journals.
- I feel confident reading academic texts in English.
- Writing in English is essential for postgraduate research.
- I find it difficult to express my academic ideas in English.

Section 3: English Proficiency and Access to Academic Resources

(5 items, 5-point Likert scale)

- English helps me connect with international research and scholars.
- I believe English should be more integrated into postgraduate curricula.
- I am motivated to improve my English for academic purposes.
- Current language support at the university meets my academic English needs.
- My academic performance would improve if my English skills were stronger.

Section 4: Challenges in Using English

(5 items, 5-point Likert scale)

- I find it difficult to read complex academic texts in English.
- I struggle with writing academic papers or theses in English.
- Lack of opportunities to practice speaking English affects my skill development.
- I need more academic language support from the university.
- My previous education did not adequately prepare me to use English in my current studies.

Section 5: Open-ended Questions

1. How has English helped or hindered you in your academic journey?
2. What kind of language support do you wish to receive during your postgraduate studies?

(الاستبيان (النسخة العربية) :(Appendix B

القسم الأول: المعلومات الديموغرافية

الجنس: ☐ ذكر ☐ أنثى

العمر: ☐ 25–34 ☐ 35–44 ☐ 45–54 ☐ 55 فأكثر

البرنامج: ☐ ماجستير ☐ دكتوراه

هل درست اللغة الإنجليزية بشكل رسمي قبل الدراسات العليا؟ ☐ نعم ☐ لا

القسم الثاني: تصورات الطلاب حول اللغة الإنجليزية كأداة للتطوير الأكاديمي

(عبارات، بمقياس ليكرت الخماسي: 1 = أعارض بشدة، 5 = أوافق بشدة 5)

اللغة الإنجليزية مهمة لنجاحي الأكاديمي

أستخدم اللغة الإنجليزية للوصول إلى المصادر الأكاديمية مثل الكتب والمجلات

أشعر بالثقة عند قراءة النصوص الأكاديمية باللغة الإنجليزية

الكتابة باللغة الإنجليزية ضرورية للبحث في الدراسات العليا

أجد صعوبة في التعبير عن أفكاري الأكاديمية باللغة الإنجليزية

القسم الثالث: إتقان اللغة الإنجليزية والوصول إلى الموارد الأكاديمية

(عبارات، بمقياس ليكرت الخماسي 5)

تساعدني اللغة الإنجليزية على التواصل مع البحوث والعلماء الدوليين

أعتقد أنه يجب دمج اللغة الإنجليزية بشكل أكبر في مناهج الدراسات العليا

أنا متحفز لتحسين لغتي الإنجليزية لأغراض أكاديمية

الدعم اللغوي الحالي في الجامعة يلبي احتياجاتي الأكاديمية في اللغة الإنجليزية

سيؤدي تحسن مهاراتي في اللغة الإنجليزية إلى تحسين أدائي الأكاديمي

القسم الرابع: التحديات في استخدام اللغة الإنجليزية

(عبارات، بمقياس ليكرت الخماسي 5)

أجد صعوبة في قراءة النصوص الأكاديمية المعقدة باللغة الإنجليزية

أواجه صعوبة في كتابة الأوراق البحثية أو الرسائل باللغة الإنجليزية

قلة فرص ممارسة التحدث باللغة الإنجليزية تؤثر على تطوير مهاراتي

أحتاج إلى المزيد من الدعم اللغوي الأكاديمي من الجامعة

تعليمي السابق لم يهيئني بشكل كافٍ لاستخدام اللغة الإنجليزية في دراساتي الحالية

القسم الخامس: الأسئلة المفتوحة

كيف ساعدتك أو أعاقتك اللغة الإنجليزية في مسيرتك الأكاديمية؟

ما نوع الدعم اللغوي الذي ترغب في الحصول عليه خلال دراساتك العليا؟

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