Based on studies and research about teaching and learning English in Libya, teaching English in Libya has been unsatisfactory. I conducted a study to investigate the difficulties that Libyan teachers of English encounter while teaching English in Libya. The study showed that teaching and learning English in Libya is still unsatisfactory, and teachers encounter challenges in teaching English in Libyan schools. To fulfill the target of this study, I interviewed 20 Libyan teachers of English, who were doing their grad studies in the United States. I used the qualitative method to obtain findings based on my analyzing the participants’ interviews. The data analysis shows that Libyan teachers of English are not well-trained or well-qualified to teach English. Also, the use of traditional methods of teaching English, such as Grammar Translation Method, Audio-Lingual Method, and Direct Method were factors that led to failure in learning of English in Libya. The result of using such methods is that Libyan students and teachers know about English, but they lack the use of English in communicative situations with native English speakers. Some recommendations are presented, such as offering training programs to Libyan teachers to be aware of new methods of teaching English.