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Understanding Libyan Teachers' Intentions and Classroom Practices in Teaching English as a Foreign Language

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Understanding Libyan Teachers' Intentions and Classroom Practices in Teaching English

as a Foreign Language

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A Dissertation

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the Faculty of the Morgridge College of Education

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Doctor of Philosophy

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by

Khaled El Mezughi

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Author: Khaled El Mezughi
Title: Understanding Libyan Teachers' Intentions and Classroom Practices in Teaching English as a Foreign Language
Advisor: Dr. Kimberly Schmidt
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Abstract

International demand for learning English has increased dramatically during the last three decades. The ability to speak English has become an essential tool of global communication in many sectors, including international commerce, science, technology, and entertainment. Little research has been conducted to examine the teaching methods and instructional practices being used in Libyan EFL classrooms and their impact on the students' use of English in authentic situations. Due to the importance of improving both the teaching and learning of English as a Foreign Language (EFL) in Libya, the aim of this study is to understand EFL Libyan educators' classroom instructional practices and teaching methods that are currently employed at Alnour Primary and Secondary School in Tripoli, Libya. This case study targeted the exploration of the Pedagogical practices used for teaching English in a communicative manner, how students practiced using English in communicative situations, and the corresponding challenges teachers faced while teaching at Alnour Primary and Secondary School. The application of purposive selection and criterion sampling allowed for the selection of four female English Libyan teachers with experience levels in teaching EFL, ranging from 2-20 years. Usually, qualitative research takes place in a natural setting to enable researchers to become immersed in the actual context to obtain in-depth information (Creswell, 2013). Because of the global pandemic (Covid-19) and the consequent travel ban, travelling to collect data at the selected research site was not feasible. As a result, the process of data

collection was not carried out as originally planned. Instead, data were collected through phone and skype interviews, video observations of live class sessions, and questionnaires. This allowed for the development of a holistic perspective of the teaching and learning methods of English at Alnour Primary and Secondary School. Data was read and organized in order to comprehensively analyze it through a coding process through which descriptions of settings, people, and categories were derived for analysis. These themes were analyzed to procure applicable descriptions in the qualitative context. Data from both, interviews and class observations revealed main recognized factors that hindered student and teacher progression including inadequate teaching time and class size, lack of funding and resources, student's insufficient English proficiency levels, and their resistance to a learner-centered classroom. As a result, teachers would resort to using traditional teaching methodologies instead, compromising students' communicative English abilities further.

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My immense gratitude and thanks go to my parents, for their unconditional support, and prayers to succeed in my study. I would like to extend a special thanks and love to my beloved wife and children for their unwavering patience and support throughout my study. My sincere thanks also go to my colleagues, Jodie Wilson, Capucine Chapman, and Melanie Witt who always promptly provided me with their sound advice and assistance whenever I expressed the need. Finally, I acknowledge my great thankfulness to my country of "Libya", who provided me with this great opportunity to pursue my postgraduate studies. With all my heart, I dream and hope that the country of Libya will flourish, recover, and prosper.

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Chapter One: Introduction

Study Background

The central inspiration behind the identified problem of practice and subsequent study are my own lived experiences in the following areas: being an English as a Foreign Language learner; being an English as a Second Language learner; being an English as a Foreign Language teacher in an agricultural institute in my home country of Libya; lastly, as a graduate student in Curriculum and Instruction at the University of Denver.

During my school experiences studying English in Libyan classrooms as a Foreign Language learner, I used to memorize lists of new vocabulary words and grammar as part of my daily learning routine. In most Libyan EFL classrooms, teachers prepared their learners for monthly quizzes and final exams with little emphasis on speaking and communicative classroom activities. As a result of my own learning experiences, I was always questioning myself regarding how I was taught in conjunction with my experiences as a student, and consequently looked for new techniques that positioned students as central to the learning process.

As an English language teacher for several years, I used a traditional teaching method that was similar to the method utilized by other EFL Libyan teachers. This method comprised of students receiving required information while memorizing and reciting new vocabulary, as teachers dictated the whole class sessions.

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For example, when I introduced a new lesson, I wrote new vocabulary words on the board with the words' meanings in Arabic, read them out loud, and asked the students to repeat after me. Following this, my students wrote down the new words in their notebooks. There wasn't any interaction between the teacher and the students, including open-ended questions to encourage the students to think. Additionally, there was minimal interaction between students, such as small groups or partner activities, with little or no use of these new words in communication activities.

The IRE Method (Initiation, Response, and Evaluation) of teaching English as a foreign language is similar to the teaching method described above. In this method, the teachers ask closed questions to which they know the answers, and students must respond with brief but correct responses. Then, the teacher responds with an evaluation, such as good, correct, or incorrect. In this type of teaching, the teacher controls discussion by asking closed questions and leads a majority of the entire class session. With IRE, the students are not elaborating on their thinking, but instead recalling, reciting, listing and/or labeling tacit knowledge (Andela & Dahler, 2017).

As an undergraduate student at the University of Tripoli, I often wondered if there were other instructional practices that would encourage students to be part of the learning process. My academic intention at university was to better understand the English language in order to enhance my teaching abilities. I intended to enhance and incorporate my knowledge of how to create an interactive and engaging classroom environment, where my students would benefit by both participating in a safe classroom community and by practicing the English language through multiple interactions with the teacher and with one another.

In 2016, I was the recipient of a full scholarship from my home country of Libya, which allowed me to pursue a PhD. in Curriculum and Instruction in the United States. Prior to this, my teaching experiences as an EFL instructor for nine years at an agricultural institute in Tripoli, Libya, consisted of using and applying principles of the Grammar-Translation Method (GTM).

The GTM method, focused on teaching grammatical rules and explaining them in Arabic by concentrating on drills and repetition with the students. This differed from the Communicative Language Teaching approach, in which students are encouraged to work collaboratively to practice the language they are learning while engaging in meaningful communication. When Libyan teachers use the GTM, they typically stand in front of the classroom using the Arabic language to explain English grammar and the meaning of English texts. Students are then asked to translate English sentences to Arabic (Emhamed & Krishnan, 2011).

In the early 2000s, the Ministry of Education assigned a new curriculum that shifted from the Grammar-Translation Method (GTM) to the Communicative Language Teaching (CLT) Method. This new curriculum encouraged a communicative approach where students used English meaningfully and expressively, instead of focusing on isolated skills, such as memorizing new vocabulary and repeating grammatical rules (Altaieb, 2013).

As an EFL teacher, I was unaware of the importance of encouraging my students to use English verbally or communicatively. Instead, I concentrated on teaching them new vocabulary and grammar. I believe this was due, in part, to the lack of training given to Libyan EFL teachers including myself, on the importance of using the Communicative

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Teaching Method in their classrooms (Elabbar, 2011). During my studies in the United States, I began to learn about the Communicative Teaching Method to effectively serve students' needs, improve the classroom environment, and promote students' achievements.

Problem of the Study

Due to the important focus on global communication, learning English as a Foreign Language (EFL) has become one of the most important subjects in Libyan schools. After being banned in 1986, English started to be taught again in all Libyan schools in 1997. However, even after spending several years studying English in schools and universities, Libyan students still fail to correctly speak English and interact with English speakers (Omar, 2014).

Ahmad (2001) stated that the process of teaching and learning English as a Foreign Language in Libyan classrooms is unsatisfactory, and most Libyan EFL learners face difficulties when they use English in oral activities and situations of communicative nature. In addition, when graduating from universities, most Libyan students find it challenging to use English in authentic situations. Students majoring in English do not use English in oral situations and activities. As a result, many students who studied abroad failed to get academic admission into some universities (Omar, 2014).

Diaab (2016) conducted a study investigating the speaking challenges and difficulties faced by Libyan EFL learners and the underlying factors of these difficulties. A total of 125 female and male EFL learners participated in the study. Data collected from this study indicated that most Libyan EFL learners encounter difficulties in using English in oral communication and authentic situations. The results of this study also

revealed that the main contributing factors included a lack of using the target language (English) in speaking activities and frequent use of the students' native language (Arabic) during the classroom sessions. In addition, the overemphasis on accuracy while teaching English came at the expense of fluency.

A further empirical study conducted by Shihiba (2011) stated that the majority of Libyan students failed to get the required scores on international tests of language proficiency, such as the IELTS (International English Language Testing System) or TOEFL (Testing of English as a Foreign Language) (Omar, 2014). Likewise, while many of these students who came to study in the United States, the United Kingdom, , or other English-speaking countries are given almost a year and a half to study English in one of the language centers, they still find it difficult and fail to get the required scores, especially in the speaking and listening sections of the tests (Abusrewel, 2014).

Therefore, there is a missing link that connects the curriculum and teachers' instructional strategies in EFL Libyan classrooms, and this problematic link reflects the minimal progress towards learning, listening, speaking, reading, and writing in different communicative situations. As stated earlier, the current emphasis on teaching and learning English in Libyan schools has focused on acquiring a set of decontextualized skills, such as knowing letters and numbers, vocabulary memorization, grammatical rules, and pattern drills.

While efforts in Libya have been made to improve the process of teaching and learning English, the English curricula still fail to deliver as expected, and the proficiency levels of students in English remains inadequate. Teachers in Libya have maintained control of the curriculum and classroom interactions through traditional classroom

discussions for many decades (Shihiba & Embark, 2011). The Grammar Translation Method does not help students when it comes to improving their speaking skills by using the students' native language. This method ignores the use of the target language in different communicative situations during the lessons. The curricula are currently designed to be communicative but are not implemented as intended because of inadequate professional training available to teachers, which lacks focus on the underlying tenets and theories of learning the language (Abosnan, 2016).

Establishing a classroom environment where learners are active participants is an important component in achieving the characteristics of an interactive and vocally expressive classroom. In the process of teaching and learning English as a Foreign Language, students not only be learning reading and writing skills, but also be given the chance to learn how to listen and speak correctly with teachers and peers. In EFL classes particularly, students should have the opportunity to practice the target language as much as possible, especially in non-English speaking countries like Libya. In Libyan classrooms, students may only have the opportunity to practice and use English during the course of the lesson.

Purpose of the Study

This study focused on the teaching and learning of English as a Foreign language (EFL) in Libyan schools. During my ten years as a student in English as a Foreign Language (from fifth grade to university level), and throughout my nine years of teaching English in Libyan classrooms, I observed that most students, if not all, are facing difficulties in the practical application of English in communicative situations (Aldabbus, 2008).

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To institute a top-down reform of English education, the Libyan Ministry of Education contracted with a British company named Garnet to provide a new English curriculum based on Communicative Language Teaching (CLT) principles (Abushina, 2017). This English curriculum was intended to be implemented in Libyan schools in place of the old curriculum that focused primarily on teaching grammar and reading. Communicative Language Teaching stresses the growth and development of the learners' communicative skills in the target language, in which the focus is shifted away from grammar and structure to more social aspects of the language (Altaieb, 2013).

The Communicative Teaching Method provides opportunities for EFL learners to use the English language in different communicative contexts. Therefore, in the communication-based curricula and instruction methods, the primary goal and purpose of the teaching and learning of the language is communication (Altaieb, 2013). Littlewood and William (1981) argue that "one of the characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language" (Littlewood & William, 1981, p. 12).

Studies have found a mismatch between the curriculum and teachers' instructional strategies in Libyan EFL classrooms (Orafi & Borg, 2009). For example, Shah et al. (2013) found that teacher-centered instruction and activities were commonly used by most Libyan EFL teachers, and the translation of English to the students' native language was the primary instructional approach. Therefore, students often do not have opportunities to use the English language in the classroom.

Significance of the Study

The purpose of this study was to understand the current classroom instructional practices and the teaching methods of EFL teachers at Alnour Primary and Secondary School in Tripoli, Libya. This study also aimed to assist Libyan EFL teachers to improve their teaching techniques to help Libyan students properly use the English language in authentic and oral situations. The findings of this study provide vital and beneficial information for the improvement of teaching and learning English as a Foreign Language in Libyan schools.

The study also revealed the barriers and difficulties that EFL teachers encounter in implementing the English curriculum effectively and provided the necessary recommendations to overcome these barriers and difficulties where they exist. The findings of this study may potentially be utilized by the Libyan authorities in the fields of teaching and learning English as they reframe teaching strategies to align better with the students' needs and provide teachers with the most effective teaching methods.

The Research Questions

This study aimed to understand the English teachers' intentions and classroom practices at Alnour Primary and Secondary School in Tripoli, Libya. To understand EFL educators' classroom instructional practices and to reveal the barriers they may encounter. The following research questions were used in this study:

1. What methods of teaching English are being used by EFL teachers at Alnour Primary and Secondary School in Libya?

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2. What are the pedagogical practices used by EFL teachers while teaching English for communicative purposes in the classroom at Alnour Primary and Secondary School?

3. In what ways do students practice English for communicative purposes in the classroom?

4. What challenges do EFL teachers encounter while teaching English using the communicative teaching method?

Definition of Terms

English language learners (ELLs): Students whose mother tongue is a language other than English are named English language learners (ELLs) (Kim, Hutchison & Winsler, 2015).

English as a foreign language (EFL): EFL refers to the English teaching and learning process in a country where English does not play an important socio-political role (Howatt & Widdowson, 2004).

English as a Second Language (ESL): ESL refers to English teaching and learning in an environment where English plays a dominant socio-political role (Howatt & Widdowson, 2004).

Zone of proximal development (ZPD): "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978, p. 86).

Grammar Translation Method (GTM): refers to a language teaching method that is based on explicit instruction in the grammatical analysis of the target language and

translation of sentences of the target language into the students' first language (Lindsay &
Knight, 2006).

Audio-lingual method (ALM): refers to a language teaching method in which
the emphasis is on teaching the second language through aural-oral drills by imitating
speakers of the target language, and that listening and speaking are prioritized over
reading and writing language skills (Lindsay & Knight, 2006).

Direct Method (DM): refers to a foreign language teaching method where
teachers actively use the second language, and students learn the grammar of the foreign
language inductively (Lindsay & Knight, 2006).

Communicative Teaching Method (CTM): According to Lindsay and Knight
(2006), CTM is a method of teaching, in which the teachers' role is to encourage the
students to use the target language in various contexts using a number of different styles,
including requesting, suggesting, predicting, agreeing, disagreeing, inviting, and the like.

Chapter Two: Review of the Literature

The Demographic and Population Distribution in Libya

Libya is one of the Arabic African countries located between four countries in which the native language is Arabic: Sudan, Tunisia, Egypt, and Algeria. The Libyan population is about 7.5 million and most Libyans live in the northern region of the country (Vandewalle, 2012). According to Agnaia (1996), Libya is a bilingual country where people speak both Arabic and Berber languages. The main and official language used in schools and by the media is Arabic, whereas Berber is used in some cities in the west and southern regions of Libya (Omar, 2014).

According to Rhema and Miliszewska (2010), approximately 2.7 million students live in Libya, of which 300,000 are university students and 90,000 are students who attend technical and vocational institutes. Since Arabic is the official language and given it is the language of the Holy Quran, it is spoken by all Libyans (Abushina, 2017). Further, Arabic is the language of instruction in schools and universities. Besides the Arabic language, there is the Berber language of "Amazigh" which is spoken by the Berber people in the northern mountains of Libya.

History of Education in Libya

This historical viewpoint provides information about the predominant ideological and political attitudes in the education sector during a specific period. According to

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Entelis (2004), the history of education in Libya is divided into five different periods: the Ottoman Period (1551-1911), the Italian Occupation Period (1911-1943), the British Administration Period (1943-1951), the Period of the Monarchy (1951-1969), and the Period of Gaddafi (1969-2011). For the purposes of this study, I will specifically focus on the teaching and learning of English as a Foreign Language in Libyan schools during the Period of Ghaddafi until now.

The History of the Teaching and Learning of English in Libya

The history of the teaching and learning of English in Libya dates back to the 1940s, immediately following World War II (Mohsen, 2014). *Basic Way to English* by KC Ogden (1955) was the first English language series used in Libya, consisting of a system of teaching English by learning 850 vocabulary words. Additionally, two other texts were introduced: *Basic Reading Book* by L.W. Lockhart for reading and comprehension (Hashim, 1997), and New *Method* by Michael West (1964), which was introduced in the middle of the 1960s to replace the prior curriculum. In 1968, the Libyan Ministry of Education formed a committee to revise the education system and as a result, critical changes were implemented in the teaching of English in middle and secondary levels. The purpose of making these changes was to promote English as the primary language of instruction in scientific courses at universities.

Education in Libya During the Period of Gaddafi (1969-2011)

In 1970, the government of Libya announced that education is free in all public schools, institutes, and universities. Further, it is compulsory for all children to start school when they reach six years of age with exceptions for children who want to begin a

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home-schooling program or prefer attending private schools from the age of five. The series titled *English for Libya* was used for students from grades 7 through grade 12 in 1986, prior to the ban on the teaching and learning of English in all Libyan education institutions. This series focused on basic sentence structures using the Grammar Translation Method, and to build knowledge of the English language (Omar, 2014).

The system of schooling in Libya is classified into many divisions which differ slightly from the United States. Primary school includes children from 1st grade to 6th grade, aged 6-12 years old. Secondary School educates children from 7th grade to 9th grade, aged 12-15 years old. Lastly, High School has children from 10th grade to 12th grade, aged 15-18 years old (Omar, 2014).

The Period of Banning Teaching and Learning of English in Libya

As a result of political clashes in 1986, the Libyan Minister of Education imprudently decided that the teaching and learning of English and all foreign languages must be stopped and banned in all Libyan schools and universities (Shihiba, 2011). This decision subsequently caused a severe disruption to the process of teaching and learning foreign languages throughout the country (Mohsen, 2014). In addition to the aforementioned ban, the government also prohibited any other symbols of what were seen and considered to be Western cultural hegemony, including Western Music as an example.

During the period between the late 1980s and early 1990s, any behaviors or actions that seemed to endorse Western culture, including the teaching and learning of English, were considered to be political issues and validations of imperialist values.

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According to Omar (2014), when the Ministry of Education banned the teaching and learning of English in all Libyan schools in 1986, the Ministry also collected all the English textbooks and burned them in streets and squares. This action was a turning point in the history of learning and teaching the English language in Libya; the students of this entire generation that grew up during this period of time were left with little to no exposure to the English language (Abushina, 2017).

By the mid-1990s, Libyan decision-makers realized the effects of banning the teaching and learning of English on students' academic achievement. They decided that English must be taught again in all grade levels. By the time the teaching and learning of English resumed, significant damage had already occurred with respect to educational standards and the English curriculum. It was not until 2005 that English was documented and recognized as the official second language of Libya (Najeeb, 2013).

In 1997, the Libyan Ministry of Education authorized teaching English in middle school and high school. However, the Ministry hired unqualified teachers who had not majored in English to teach the English language. For example, students who graduated from scientific colleges in fields such as medicine, engineering, and computer sciences were hired to teach English. As a result of these teachers not obtaining qualifications and training from colleges of education or languages, they knew little about English and its teaching methodologies (Abusrewel, 2014).

The negative effects and impact of this situation became evident to all educationalists and decision-makers as students graduated from universities with a very limited grasp of English (Orafi, 2009). For instance, when I enrolled at the College of

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English Language, my fellow students and I were just beginning to study the basic

structure of English grammar, including the verb "to be", the verb "to have", present

tense, past tense, and memorizing new vocabulary. Specifically, we were required to

memorize what we had learned by heart in order to pass the exams. Oral and

communicative activities were not offered to help us improve our speaking and listening

skills.

Curriculum and Methods

An Overview of the Teaching Method at the Quranic Schools

The teaching methods that are currently being used in most Libyan schools are

predominantly derived from the way the Holy Quran is taught in Quranic schools. For

instance, all class activities and practices depend mainly on teachers and are strongly

teacher centered. Students have little opportunity to practice their own skills and abilities,

express their opinions, and effectively engage in the learning process. With respect to the

teaching and learning of English in EFL Libyan classrooms, this teaching method of the

Holy Quran has been deeply influential (Abosnan, 2016).

Figure 1
Libyan boys read the Quran, Muslims' holy book, at the al-Asmarya Quranic School.

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Classroom Culture in Libya

Since every educational culture has its roots in the cultural traditions of that society, the society in Libya has its own educational culture. For example, in Libyan classrooms, students are passive participants and are silent most of the time. In teacher-centered classrooms, the students' role is to sit, listen, and memorize what they have already learned (Aldabbus, 2008).

This passive role of students in Libyan classrooms limits their learning opportunities to be creative and evolve into critical thinkers. Saleh (2002) conducted a descriptive study about the students' learning achievements and the teachers' control of the classroom. He discovered that many teachers tend to conduct their classrooms in a controlling manner by using the teacher-centered approach.

Saleh (2002) concluded that the teacher-centered approach does not allow students to engage and participate, but only to sit and listen, and be passive participants in the classroom. Therefore, most Libyan EFL teachers do not use new teaching strategies in their classrooms to keep their status of authority and to maintain classroom control (Orafi, 2009). Aldabbus (2008) stated that Libyan schooling is test-driven, and the teachers' central priority is to prepare students to succeed on their exams. Additionally, Libyan students are given several textbooks for all subjects and are expected to understand and memorize these textbooks with the sole purpose of passing their exams.

The New English Language Curriculum

Before the Ministry of Education introduced the new English curriculum, English in Libyan classrooms was taught using traditional language methods of teaching. These

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methods included the Audio-Lingual Method and the Grammar-Translation Method, in which students were required to memorize, repeat, and recite, rather than apply and use the language communicatively (Omar, 2014).

In the early 2000s, the Libyan Ministry of Education decided to introduce a new curriculum using modern language teaching and learning theories to help students use English in authentic situations rather than reciting and memorizing a set of drills (Altaib, 2013). This new curriculum, named *English for Libya,* was mainly based on Communicative Language Teaching method, or CLT. The focus of this curriculum was on teaching the language in authentic contexts, and the emphasis was on communicative and social aspects of the language (Larsen-Freeman, 2000). However, the introduction of this English curriculum for Libyan EFL teachers was not accompanied by professional development programs nor was Communicative Language Teaching introduced into the training courses for EFL teachers (Aloreibi & Carey, 2017).

Theories and Methods of Language Teaching and Learning

Understanding theories and methods of language teaching and learning is important for any discussion in the field of Foreign Language Teaching. To teach the language, teachers need to be knowledgeable about language theories, methods, language structure, facts about language, and the origin of language. Being well-informed about language learning theories and methods helps teachers make a comprehensive decision on the appropriate methods and strategies to employ for teaching a foreign language (Marsden, Mitchell, & Myles, 2019).

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Educational theories such as structural functionalism (Porter & Córdoba, 2009), cognitivism (Simons, 1997), and behaviorism (Wiest, 1967) also exerted their influence on the field of teaching foreign languages. Linguists and educational specialists have developed different language teaching methods and approaches to find increasingly effective ways of teaching languages. Consequently, several changes have occurred in classroom practices in the field of foreign language teaching (Brown, 2000).

Grammar Translation Method (GTM)

The Grammar Translation Method (GTM), which is a modern method for teaching Greek and Latin languages, originated in the late 18th century. This method is mainly based on the translation of the grammar of the second language into the grammar of the first language. This method is used for teaching Latin and Greek to German students by teaching Latin and Greek grammatical rules, vocabulary, and texts in German (Lindsay & Knight, 2006). The focus of this method is on reading and writing skills, whereas little attention is paid to the communicative and functionally relevant aspect of the language.

In the United States, particularly after World War I, there was a strong demand for a language teaching method which would foster the successful learning of a foreign language. A study took place in 1924 concerning the achievements and benefits of the modern foreign language teaching methods. The findings of this study done in the United States revealed that the short time spent in teaching foreign language classes in universities and high schools did not give sufficient opportunities for students to acquire a minimal proficiency of the target language (TL). This was particularly reflected in the

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students' linguistic capabilities in the four language skill areas: reading, writing, speaking, and listening (Altaieb, 2013).

GTM was the dominant and most frequently used method of foreign language teaching, particularly in the United States for the first half of the last century. The main focus of this method is on reading skills, whereas little attention is paid to the imperative communicative portion of the language.

By using this method, teachers translate the content of the target language and match it with the equivalent in the students' first language. Thus, the role of the students' first language is evident in the process of acquiring the foreign language (Richards & Rodgers, 1986). Also, the grammatical rules and structures are taught to support reading comprehension. Teachers are expected to correct errors as they occur, and the students are taught to memorize the grammatical rules.

According to Stern et al. (1983), first language is maintained as the reference system in second language acquisition. This clearly explains why teachers implementing GTM depend on using their first language in their classroom instructions and practices. Mackey (1967) stated that the main features of GTM are as follows. Firstly, grammar is considered as an outline for the formal grammar. Secondly, the teaching begins with decontextualized vocabulary, grammatical rules, and translation. Third, the new grammatical rules and vocabulary are listed to be memorized. Lastly, little attention is designated to pronunciation and it is only taught occasionally. Therefore, the major emphasis is on the memorization of new vocabulary

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items and new grammatical rules; as result, the Grammar Translation Method neither stresses correct pronunciation nor the ability to express oneself in an open communicative situation.

In addition to the main features that Mackey (1967) mentioned previously, Richard and Rodgers (1986) also identified the most important characteristics of this method as follows:

- GTM is a method that approaches the target language through a detailed analysis of the target languages' grammatical structure. To apply the knowledge, instructors are expected to translate sentences and texts of the target language to the students' first language to understand the morphology (the study of the forms of words) and syntax (the format in which words and phrases are arranged to create sentences) of the target language.

- To teach new vocabulary lists, the only strategies used involve bilingual dictionaries and memorization, and for students to memorize the vocabulary lists, they are expected to translate them to their equivalents in the first language.

- Teachers depend completely on the learners' first language as a medium of class instruction.

- This method depends extensively on grammar, based on the concept that this method would make language learning easier.

- Syllabi based on grammar-translation usually has a sequence of grammatical rules and structures in every lesson. Grammar is taught deductively, accuracy is preferred, and errors are intolerable (Richards & Rodgers, 2014).

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This GTM method of teaching and learning received extensive criticism. Morris (1965) argued that in the GTM, the emphasis on forms and the memorization of the decontextualized vocabulary may help to reinforce some isolated knowledge, but it does not support developing the communicative components of the target language. Furthermore, Finocchiaro and Brumfit (1983) stated that focusing on teaching grammatical rules and structures while neglecting other language skills may result in students not learning how to use the language. Results showed that because the strong focus of the GTM method was on grammar and vocabulary at the expense of communication, students learned grammatical rules of the foreign language but lacked the ability to communicate in that target language. Therefore, EFL teachers in Libyan schools, use the GTM to teach students the grammar and structure of the target language; however, they do not provide their students with the opportunity to use that knowledge in communicative situations.

Direct Method (DM)

In the 1920s, the Direct Method (DM) was instituted as a foreign language teaching method. Teachers using DM were expected to create a communicative classroom environment without focusing on grammatical rules and deductive thinking. Through this, students learned the grammar of the foreign language intuitively. This method was developed to solve the problems associated with the use of the GTM. The Direct Method was developed because of the growing demand for teaching a target language for speaking purposes and focusing on communicative practices.

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In the DM, students are given more opportunities to use the L2, so teachers are silent and work as facilitators, with students talking most of the time. This makes the process of learning using the DM like the process of acquiring the first language, where students need to be fully engaged in the classroom activities and use the target language communicatively in authentic situations. In addition, this method provides the students with a rigorous engagement with the target language, particularly if these students do not have any other opportunities to practice the target language in its natural home setting. As a result, students will be able to use the L2 in functional and meaningful contexts (O'Neill & Gish 2008).

The strong point of this teaching method is the potential for providing its users with the opportunity for intensive engagement with a foreign language. Brown (2000) states that the direct method provides an interesting and exciting way of learning the foreign language through the classroom activities. This method still has its popularity and presence in a variety of forms in today's language teaching context. For example, DM is popularly used in Berlitz language schools.

The main objective of the Direct Method is to encourage the learners to use the second language and develop their abilities to think in the second language in all four language components: reading, writing, listening, and speaking. Hence, teachers using this method are expected to be fluent in the L2 and be able to clarify the meanings of words without translating into the L1. This method is based on the concept that students can learn the L2 when they actively use it (listen and speak it) in different situations and contexts (Omar, 2014).

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Undoubtedly, the Direct Method of language teaching is still used in a variety of today's practices in the field of foreign language teaching. However, despite its popularity and acceptance in language teaching contexts, it has also received extensive criticism, with alternative theories developed as a result. For example, there is the comment that learning a foreign language is not like learning a first language. According to Finocchiaro and Brumfit (1983), the constructed environment of the classroom and the statements created by the teachers do not often represent the everyday use of the target language. These critiques and observations led to the development of a new method that better serves the learners' needs and provides an effective method of language teaching.

Audio Lingual Method (ALM)

Between the 1940s and 1960s, in the period during and after World War II, the American government introduced the Audio-Lingual Method (ALM) as a method of teaching foreign languages to its military. The intention behind using this method was to improve the American armies' ability to communicate with native speakers of occupied and invaded countries. This method is also known as the "Army Method" (Omar, 2014).

Structural linguistics and behavioral psychologists provided the theoretical structure for this method. Since language is considered a set of habits, the former provided a model of teaching based on creating behavioral habits by operant conditions. The latter provided techniques for breaking down a language into small pieces and contrasting it by adopting the contrastive analysis approach (Brown, 1980).

The ALM focuses on teaching the second language by dividing learners into groups to practice the aural-oral drills by imitating the speakers of the second language.

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One assumption of the ALM is that listening, and speaking are prioritized over reading and writing language skills. Hence, in this method, there is an emphasis on teaching the second language through aural-oral drills. Teachers are expected to present the second language in the format of dialogues using language laboratories. The teachers are responsible for encouraging their students to repeat drills in the new language until they are committed to memory. For example, teachers provide a hint (e.g., through a visual prompt), and students are expected to develop a dialogue using correct grammatical structures for that conversation. Memorization and repetitions with a focus on correct pronunciation are considered the main teaching strategies of this method (Lindsay & Knight, 2006).

The philosophy of this method is based on Vygotsky's Zone of Proximal Development (ZPD) theory, which claims that learners need appropriate support at the first stage of learning a language, after which they become independent learners. The ZPD considers language-learning to be a social activity which requires direct interactions between students (Rothenberg & Fisher, 2007). The impact of structural linguistics and behaviorism on the ALM is reproduced in the instructional techniques and approaches implemented by its supporters (Altaieb, 2013). According to Richards and Rodgers (1986), the main features of the Audio-Lingual Method are as follows:

- The learning of a foreign language is the process of habit formation, and this process can be accomplished through dialogue repetitions, memorization, and providing the accurate response.
- The process of learning a foreign language is based on analogy rather than

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analysis. Therefore, rules are not explained until students have experienced and been exposed to the patterns in different contextual settings.

- Teaching speaking skills should come before teaching writing.

- Language is learned in a cultural context, in which students learn the language and its culture together.

- New words are understood through a cultural context rather than as isolated items matched with their equivalents in the students' first language (Abosnan, 2016).

However, the ALM has received extensive criticism. Teachers and proponents adopting this method claim that it did not offer the desired results, and newly acquired knowledge of the target language was not evident in learners' language use (Richards & Rodgers, 2014). Furthermore, Lindsay and Knight (2006) stated that even with the use of drill activities, students still did not practice the foreign language in its natural setting. Also, insufficient attention was paid to both grammar and communication inside classrooms (O'Neill & Gish, 2008).

Due to these critiques, as well as the development of cognitive psychology and its impact on the teaching and learning of foreign languages, a need was identified for producing a new teaching method that better met learners' needs for using the language in communicative and functional contexts. The method aimed to allow acquisition of the phonological, grammatical, and lexical patterns of the language being learned (Alshibany, 2018).

Communicative Teaching Method (CTM)

In the early 1970s, the Communicative Teaching Method (CTM) was created for teaching foreign languages in England. It was produced and developed as a reaction against the Situational Approach and the Functional Language Teaching Approach. Due to the failure of these teaching approaches to use the language effectively in communicative contexts among learners, linguists called for a new approach that emphasized communicative competence rather than structural competence (Omar, 2014).

In this approach, students are provided with the opportunities to use the second language effectively inside and outside the classroom. The teachers' role in the Communicative Teaching Method is to encourage their students to communicate in the second language in various contexts. (Lindsay & Knight, 2006).

Richards and Rodgers (1986) stated that the CTM is an effective teaching approach for learners who want to communicate using a second language. The main objective of this method is to help students effectively use the second language in a variety of contexts and communicative situations. Teachers implementing this approach are expected to encourage their students to use the second language during several different communicative activities, including solving puzzles, games, acting, and role play.

Unlike other methods of teaching English as a foreign language in which the focus is on grammar, the CTM concentrates on creating a communicative teaching and learning environment for students to use their second language. As for the ALM, Richards and Rodgers (2001) stated that "the target linguistic system will be learned

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through the overt teaching of the patterns of the system", whereas in the CTM "it will be learned best through the process of struggling to communicate" (p.156).

The focus in the CTM has shifted away from grammar and structure to the social aspects of learning the second language. Indeed, the emphasis is on the way the second language is used by speakers in various communicative situations. Therefore, in communication-based curricula and instruction, the main purpose and goal of language teaching and learning are intrinsically aligned with communication.

The CTM was regarded as a realistic response to solving the serious problem in foreign language teaching that both teachers and researchers actively raised for some time. Johnson (1992) viewed this problem as "communicative incompetence", considered to be a feature of the structural approach in language teaching. Furthermore, this challenge was well-defined by Johnson (1992) when he referred to "… the problem of the student who may be structurally competent, but who cannot communicate appropriately" (p. 121). Therefore, since building the structural competence for the learners is not enough, linguists and teachers called for the necessity of communicative competence in language learning.

Main Characteristics of the CTM

Nunnan (1999) lists some of the major features and characteristics of the Communicative Teaching Method as follows:

- The objectives in this approach reflect the learners' needs in terms of including the required functional skills and the linguistic objectives.

- Language is considered to be a system of the expression of meaning, and its main

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function is communication.

- Teaching activities to encourage learning involve actual communication, including the use of appropriate language that is meaningful to learners.

- The syllabus comprises functions, structures, notions, and tasks, and the ordering is directed according to the learners' needs.

- Instructional materials promote communicative language use that is task-based and authentic.

Lightbown and Spada (2013) stated that a prominent feature of this approach is the different types of communication which might be successfully brought to the classrooms. They noted that teachers can practice a variety of communicative activities, including role play, stories and utilizing authentic materials. This assortment of communication-based activities is encouraged to be used in creating different forms of interaction in the classroom to promote the functional and social aspects of communication. Additionally, one of the main features of this method is the avoidance of whole-class teaching, which is teacher-centered. Beneficial classroom tools include pair and group work to increase the students' opportunities to talk and interact with one another. This type of interaction is particularly supportive and helpful for students who are nervous or shy and prefer to work in smaller groups (Jacobs & Ball,1996). Also, cooperative learning activities increase the learners' positive attitudes towards learning a second language and facilitate the creation of strong relationships between teachers and their students (Guntermann & Phillips, 1982).

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Due to the importance of encouraging learners to enjoy the feelings of achievement and self-satisfaction, the Communicative Teaching Method has redefined the traditional view of error correction. In this teaching approach, it is highly recommended for teachers to delay correcting errors during their students' performances to avoid learners' anxiety (Lightbown & Spada, 2013). Murphy (1986) also stated that giving an immediate correction after a student made an error is considered an interruption of the teaching process. Notably, the CTM ensures that learners should be given an opportunity to talk without any kind of frustration or hesitation, because using the traditional style of error correction may confuse the students' learning process. It is thought that with increasing levels of frustration and stress placed on students, the performance will also increasingly get worse. (Gardner, 2007).

In the CTM, there is a fundamental shift in classroom practices and consequently the teachers' role. In the previous teaching methods, teachers were at the center of the classroom's focus. In the CTM, teachers no longer have the leading pivotal role, as the approach is intended to be more student-centered in its method of implementation. Subsequently, learners' participation in classroom practices is encouraged, and the teachers' role transforms into that of a facilitator (Altaieb, 2013).

Compared with the traditional Libyan learners' role in the learning environment, this approach is profoundly different, with students playing an interactive and communicative role in an active manner. In Libyan EFL classrooms, students have been passive participants, listeners, and followers of their teachers (Sato, 2002). Therefore, in order to effectively implement the CTM-based - curricula, teachers and students have to

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implement and adopt their new classroom roles. I would argue that settling soundly into these new roles is one of the major obstacles that Libyan teachers and students encounter in the implementation of the new English curriculum, based on the CTM principles (Alshibany, 2018).

Vygotsky's theories, Sociocultural Theory being one example, have significantly influenced the field of teaching and learning foreign languages. According to Vygotsky's Sociocultural Theory (1978), learning development of the second language should be done collaboratively and not individually, in which learners work unaided and unmediated (Turuk, 2008). Vygotsky (1978) further went on to state that social interaction between learners has a strong impact on the learning process.

Vygotsky made a significant contribution to children's development and education in general by introducing his Sociocultural Theory. Vygotsky (1978) expressed the importance that learner's social interaction has on the learning process. He introduced the concept of the Zone of Proximal Development (ZPD), which refers to "the distance between the actual developmental level as determined by independent problem-solving, and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (p. 86).

Moll (1990) described the term "zone" in Vygotsky's theory as the social system that links learning with the child's development. Therefore, the relationship between learning and development happens during collaborative activities as children perform actions with the support of other people at the beginning and move towards performing

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these actions individually. In Libyan classrooms, all activities are controlled by teachers with little if any interactions between students and their teachers, and between students themselves.

To utilize this concept in learning English, it is evident that learners need their teachers' assistance to acquire competence in English. Subsequently, with their teachers' help, these students can then transfer this competence into performance (Omar, 2014). In other words, the concept of the Zone of Proximal Development is that children acquire a new language through interacting with other people to solve problems. Therefore, Vygotsky's Sociocultural Theory is an important complementary aspect of the Zone of Proximal Development (ZPD). This indicates that it is difficult for children to improve their language knowledge and performance without conveying the social and cultural contexts of the language (Peregoy & Boyle, 2008).

According to Chomsky's ideas (2002), language teachers organize their lessons in the second language by teaching sentences that are associated with and confined to each situation. For example, when the lesson is about the weather, students will learn sentences that are related to this topic and will try to use these sentences in communicative activities. Chomsky believed that students could learn and acquire a language by producing new structures and forms in that language. Chomsky (2000) stated that humans are born with a mental ability that not only helps them learn the language through exposure, but also to learn and execute new utterances of their own to which they have no prior exposure. Thus, since all children are born with the capacity to produce utterances to which they have no prior exposure in their native language,

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teachers need to provide their students with opportunities to build new structures and forms in various situations.

Since each language is directed by its own system of rules, the teacher's task in order to make the language more accessible, is to teach a specific system of rules that directs the structure of the language being taught (Chomsky, 2000). This aligns with the concept of the Communicative Teaching Method, in which teachers are responsible for establishing a classroom environment that aims to provide the students with the opportunity to use the target language in oral activities. Thus, students are presented with different authentic situations to encourage them to use the language in an increasingly communicative manner. They become engaged in all classroom activities by using their own experiences in dialogues in the target language (McKay & Bokhorst-Heng, 2008).

The emphasis placed on performance proficiency of a language while in the learning process, should come after the language competency. Hence, teachers need to properly instill in their students' knowledge of the learned language before asking them to perform in that language. However, in Libyan classrooms, students develop knowledge of the language, but are not given the opportunity to practice and use that knowledge in communicative activities (VanPatten & Williams, 2015). For example, when teachers use the GTM in teaching English as a foreign language, students learn the grammar rules and memorize lists of vocabulary words, but they do not exercise what they learned communicatively. Alternatively, by utilizing the CTM, students can

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learn the grammar rules and memorize vocabulary words while still having the opportunity to use what they have learned in classroom oral activities.

Another teaching method, the Direct Method (DM), was instituted as a foreign language teaching method. This method was developed to solve the problems associated with the use of the GTM. This approach was also developed due to the growing demand towards teaching a second language for speaking purposes by focusing on communicative practices. Teachers applying this method focus on actively using the second language, and students learn the grammar of the foreign language inductively (Alshibany, 2018). Teachers using DM are expected to create a communicative classroom environment without solely focusing on grammatical rules and deductive thinking.

There is no doubt that this method can still be found and used in a variety of today's practices in the field of foreign language teaching. However, despite its popularity and acceptance in language teaching contexts, the Direct Method has also received extensive criticism. One criticism asserts that learning a foreign language is not like learning a first language. Also, when utilizing the Direct Method, classroom activities are more teacher-guided than in various other teaching methods that allow for peer teaching and peer learning.

Finocchiaro and Brumfit (1983) contended that concentrating on teaching grammar rules and vocabulary, and neglecting other language skills like speaking and listening, "led to learning about the language rather than learning to use the language" (p. 5). In other words, authentic classroom practices that reflect the real context of the target

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language are missing. These critiques led to the development of a new method that better fulfilled the learners' needs and provided an effective method of language teaching.

In the 1970s, the Communicative Teaching Method (CTM) was created and produced for teaching foreign languages in England. This method was introduced as a reaction against the Situational Approach and the Functional Language Teaching Approach. Due to the failure of the previous methods to use the language effectively in communicative contexts among learners, linguists called for a new approach that emphasized communicative competence rather than structural competence (Omar, 2014).

In this approach, students are provided with the opportunities to use the second language effectively inside and outside the classroom. Lindsay and Knight (2006) reported that "the teachers' role in CTM is to encourage their students to communicate in the second language in various contexts using a number of different styles, including requesting, suggesting, predicting, agreeing, disagreeing, inviting, and the like" (p.74).

Richards and Rodgers (1986) stated that the CTM is an effective teaching approach for learners who want to communicate using the second language. Therefore, the main objective of this method is to help the students effectively use the second language in a variety of contexts and communicative situations. Teachers implementing this method are expected to encourage their students to use the second language during several different communicative activities such as solving puzzles, games, acting, and role play.

The focus in the CTM shifted away from grammar and structure to the social aspects of the second language. Indeed, the central focal point is about the way the

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second language is used by speakers in different communicative situations. Therefore, in communication-based curricula and instruction, the main purpose and goal of language teaching and learning are communication. Littlewood (1981) stated that "one of the characteristic features of Communicative Language teaching is that it pays systematic attention to functional as well as structural aspects of language" (p.1).

The CTM was viewed as a realistic response to solving the problem in foreign language teaching that both teachers and researchers had raised for some time. Johnson (1992) viewed this problem as "communicative incompetence "which is a feature of the structural approach in language teaching. Furthermore, this problem was well-defined by Johnson (1982) when he wrote about" … the problem of the student who may be structurally competent, but who cannot communicate appropriately" (p. 121). Therefore, since building the structural competence of the learners is not enough, linguists and teachers called for the necessity of increased communicative competence in language learning.

A variety of communicative activities are encouraged to create different forms of interaction in the classroom, including the functional and social aspects of communication. Additionally, one of the main features of this method is the avoidance of whole-class, teacher-centered teaching. For example, pair and group work are effective classroom tools to increase the students' opportunities to talk and interact with one another. This is particularly beneficial for students who are nervous or shy and prefer to work in smaller groups (Jacobs & Ball, 1996). Also, cooperative learning activities increase the learners' positive attitudes about learning the second language and help to

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create a strong relationship between teachers and their students (Guntermann & Phillips, 1982).

In the Communicative Teaching Method, students freely communicate and participate in the classroom, which produces feelings of achievement and self-satisfaction (Johnson, 1992). Further, this approach has redefined the traditional view of error correction because it is highly recommended for teachers to delay correcting errors during their students' performances to avoid anxiety (Lightbown & Spada, 2013). Thus, CTM provides opportunities for social and academic talk without fear of the traditional style of error correction that may confuse the students' learning process.

The process of language learning is more successful when language is a social activity engaged with people, not with the mind (Kelen, 2002). This aspect of language learning was overlooked until the 1970s, when Halliday and Hymes emphasized the significance of social aspects of language in the learning process (VanPatten & Williams, 2014). Active knowledge refers to the knowledge that one person has and uses in performance with other people in the community. Kelen (2002) reported that "what makes learning a language successful is the active knowledge, because language is a social activity used with people, not with the mind" (p.102). Inter-knowledge refers to the knowledge that one has in mind but does not use. For instance, Libyan EFL learners memorize lists of vocabulary words and the grammatical structures, but they are unable to use that knowledge in functional situations, like introducing themselves or providing road directions to someone.

Two major factors were recognized to be essential and influential in the process of language learning. Gardner (1985) refers to these two factors as "motivation and aptitude" (p. 237). He contends that these elements determine one's achievement of language learning. Therefore, proponents of this theory believe that it applies to language teaching situations in which students have a clear idea of the second language group because of their everyday communication with them within that linguistic community (Gardner, 2007).

Further, learning any new linguistic system comes as a result of meaningful communication or interaction in authentic communication settings in which learners are not concerned with mistakes or formal structures of the second language. In addition, the learners are consciously using their minds to control their language production while they are performing the language (Livingstone & Lynch, 2000).

According to Freeman (2000), "the traditional approach to teach a second language by teaching the grammar and vocabulary does not result in people being able to comprehend and produce a second language" (p. 11). It is also important that English language teachers develop their pedagogical language knowledge to be able to teach the students the language they need to read, write, and discuss about the content areas.

With reference to the theories, methods of teaching, and learning foreign languages, it is important that English language teachers are aware of the process through which learning occurs and how students improve through different stages of second language acquisition. Teachers also need to be aware of the different stages that second language learners go through. Schütz (2007) stated that second language learners go

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through the following stages in acquiring a new language: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency. Acquiring the language requires meaningful communication, interaction, and participation in the target language where learners are involved (Krashen & Terrell, 1983). This supports the concept of language teachers using the most relevant language teaching method that best meets learners' needs within their educational contexts.

Learner-Centered Approach.

The Learner-Centered Approach for language teaching and learning became popular in modern ESL classrooms. Advocates of this language teaching and learning approach believe that in order to maximize the learners' academic achievement, school education should embrace a learner-centered perspective (McCombs & Whisler, 1997). They also propose that the learner-centered approach should take into account that learners are different in their "emotional states of minds, learning rates, learning styles, stages of development, abilities, talents, feelings of efficacy, and other academic and non-academic attributes and needs" (p. 10). In addition, this approach also emphasizes that the learning process best occurs in a positive supportive learning environment, where learners can understand the meaning of their study and combine their prior knowledge with the new knowledge in meaningful ways.

Tudor (1993) stated that the learner-centered approach has influenced the instructional process of ESL/EFL. For example, in the process of ESL/EFL instruction, the role of both students and teachers has evolved. Comparing with the traditional approach (teacher-centered approach), students in the learner-centered approach are able

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to perform and achieve a more active and participatory role. Also, students in the learner-centered approach are more autonomous and responsible for their own learning. In a teacher-centered approach, like in most Libyan classrooms, teachers are viewed as an authority, organizer of class activities, and resource of knowledge, whereas, teachers in a learner-centered classroom are viewed as facilitators (Tudor, 1993).

The literature has addressed the teaching and learning of English as a Foreign Language in Libyan classrooms with respect to language acquisition and Libyan EFL teachers' training and development. The literature also shows that limited studies have been conducted to understand the teaching and instructional practices of the new English curriculum in Libyan English as a Foreign Language (EFL) classrooms and its impact on the students' use of English in authentic situations. In summary, this study was an attempt to understand teachers' intentions, classroom instructional practices, and teaching methods that impact students' abilities to use the second language in communicative situations.

Chapter Three: Methodology of the Study

Overview

This chapter presents in detail the method of data collection and analysis that was used for the fulfillment of this study. This chapter also presents the participants' selection procedure, the research questions, the reliability and validity of the study, triangulation, peer debriefing, member checking, and summary.

As noted in previous chapters, the original purpose of this study was to explore and understand the participants' intentions and practices while teaching English as a foreign language at Alnour Primary and Secondary School (pseudonym) in Libya. To achieve this objective, the following research questions were developed to elicit the participants' opinions and perceptions concerning their intentions and practices while teaching English as a Foreign Language in Libyan classrooms. These included the following questions:

1. What methods of teaching English are being used by EFL teachers at Alnour Primary and Secondary School in Libya?

2. What are the pedagogical practices used by EFL teachers while teaching English for communicative purposes in the classroom at X Primary and Secondary School?

3. In what ways do students practice English for communicative purposes in the classroom?

4. What challenges do EFL teachers encounter while teaching English using the communicative teaching method?

Qualitative Research Methods

Bradley (1997) stated that qualitative research focuses on the perceptions, experiences, understandings, views, opinions, and beliefs of the individuals involved in order to suggest potential ways to help them develop their situations. Qualitative research is a helpful tool for data collection that represents and describes given situations by providing in-depth views, thoughts, and opinions from the individuals' viewpoints (Flick et al., 2004).

Flick et al. (2004) stated that as qualitative data is collected in real situations while the problem is being studied, the reflection and opinion of the researcher play a pivotal role for data interpretation and the presentation of the findings. As a researcher at the center of this research process, I become a key instrument for the process of data collection, which allowed for more in-depth understanding of the situation, a detailed analysis of data, and a thorough presentation of the findings (Roller & Lavrakas, 2015).

Therefore, as an English as a Foreign Language teacher, I was able to reflect on my own teaching experiences and apply this knowledge while analyzing the data and presenting the findings. To avoid research bias during the process of data collection, analysis, and interpretation of the findings, I did not manipulate the research data or findings. Instead, data was interpreted as it was revealed by the participants; my own

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reflections as an EFL teacher provided a deeper understanding and meaningful interpretations of the phenomena being studied.

Case Study

A case study is a research strategy that is commonly used in the field of education, especially in language teaching research (Yin, 2003). It is a strategy that supports a more thorough investigation of "how" and "why" research questions (Rowley, 2002; Yin, 2003).

According to Stake (1995), case study methodology is a strategy of inquiry where the researcher explores the in-depth event, program, activity or process, or one or more individuals. Researchers using a case study approach collect detailed information using different types of data collection procedures over a sustained period of time (Creswell, 2016). Specifically, this study aimed to understand the teachers' opinions and perceptions about their aims and practices from their personal point of view while teaching English as a Foreign Language at Alnour Primary and Secondary School in Libya.

Utilizing a case study approach, data was collected to understand how the classroom practices evolved, either as a direct reflection of participants' beliefs or due to the external influences on what was happening in the classroom. Through virtual classroom observations and interviews, a solid understanding of the participants' intentions and beliefs regarding the teaching and learning of English as a Foreign Language was obtained.

The participants, four primary and secondary school English teachers, were virtually observed and interviewed via phone calls and Skype. Detailed information was collected regarding their intentions about teaching English as a Foreign Language and their instructional practices in the classroom. Audio-recorded interviews were transcribed, reviewed, and coded for developing themes.

Setting

Marsh and Wills (2007) stated that when using a qualitative research approach, the ideal research site features the following aspects:

a) access is possible; b) there is a high probability that a rich mix of the processes, people, programs, interactions, and structures of interest are present; c) the researcher is likely to build trusting relations with the participants in the study; and d) data quality and credibility of the study are reasonably assured.(p. 69)

This study took place at Alnour Primary and Secondary School (pseudonym) in Tripoli, Libya. The research site was chosen for several reasons. Chiefly, familiarity with the selected areas and the school itself made conducting this study achievable. I had acquired general background information about the school system and the political situation of the area in which the research site is located. Finally, as the lead researcher, I had a strong relationship with both the school principal and teachers. This assisted me in obtaining the school's permission to freely conduct the interviews and virtually video record the classroom observations.

The system of schooling in Libya is classified into Primary School (from 1st grade to 6th grade, 6-12 years old), Secondary School (from 7th grade to 9th grade,12-15

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years old), and High School (from 10th grade to 12th grade, 15-18 years old). Alnour Primary and Secondary School (pseudonym) included grades 1 – 9, with students 6-15 years of age. The research site had 36 classrooms with approximately 1030 students. Each classroom consisted of 30 students on average. In total, there were 130 teachers at the school, and 13 of them were female English language teachers.

Participants

For this study, the selection of the participants was generated through purposive selection. Maxwell (2005) stated that purposive selection includes strategies in which specific settings, persons or activities are carefully selected to provide data that can't be obtained from other choices. Therefore, purposeful sampling (Patton, 2002) was employed as the main strategy in selecting the participants for this study.

The participants were four Libyan female English teachers. They were all holders of a bachelor's degree or a diploma in English from different universities and higher education institutes. The participants were selected strategically because they were full time teachers at Alnour Primary and Secondary School and had a minimum of two years of experience in teaching English as a Foreign Language. Based on that criteria, recruitment letters were sent via email to all English teachers who were teaching full time at the school. Three of the teachers responded and showed a desire to participate in this study. Subsequently, one of these teachers made a great effort to recruit another teacher who was interested in being part of the study. The following table summarizes the participants' demographic information.

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Table 1

Participants' Demographic Information

Name	Gender	Degree and Place of Graduation	Years of Teaching Experience
Sarah	Female	Bachelor's degree in English from the University of Tripoli	2 years
Huda	Female	Diploma from a higher education institute	20 years
Lila	Female	Diploma from a higher education institute	12 years
Asma	Female	Bachelor's degree in English from the University of Tripoli	8 years

Selection Procedure

The selection procedure began by contacting the school principal and providing him with the complete details of the study, including a Plain Language Statement (PLS). The PLS included detailed information about the research project (see Appendix C). Next, the school principal was asked to supply the required information, including the schedules for English classes, the number of class sessions per week, and the names of teachers who taught English in this school. Then, these teachers were given detailed information about the research project, including the steps required to participate in the study. They were also told what would happen if they accepted the invitation to be research participants in this study.

In the detailed PLS, participants were informed that being a participant in the study was completely voluntary and optional, and they could withdraw at any time without any penalty. Teachers who volunteered to be a part of this study were asked to sign the Research Project Consent Form (see Appendix D). Additionally, teachers were informed that their personal information, including their names and the school's name,

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would be kept confidential. Pseudonyms were used for all participants and the research site to ensure that all information remained unidentifiable.

Sarah. Sarah (pseudonym) was in her late 20s at the time of the study. She had a positive attitude towards the difficulties and educational challenges in Libya, as evidenced by her statement: "I believe that there are many challenges facing Libyan teachers, but we have to work together to overcome these difficulties and provide our students with a better educational environment." Sarah received her Bachelor's degree in English from the University of Tripoli. She had been teaching at the school for two years, from 2018-2020.

Asma. Asma (pseudonym) was in her 40s and was very interested in sharing her educational experience in teaching English as a Foreign Language. She also received her Bachelor's degree in English from the University of Tripoli and had been teaching at the school for 20 years, from 2000-2020.

Lila. Lila (pseudonym) was in her late 30s and was interested in learning different languages. She stated: "I am interested in learning other languages besides English. Right now, I am taking an online French course in one of the private language centers." In addition, data from the questionnaire revealed that she had extensive experience in teaching, because she had been teaching English for 12 years (2008-2020) and was pursuing her Master's degree. Lila received her Diploma from a higher education institute named the Alseraj Institute.

Huda. Huda (pseudonym) was in her mid-30s at the time of the study. She received her Diploma in English from a higher education institute named the Alfaro

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Institute. She had been teaching for 8 years, from 2012-2020. She was also teaching part-time in several English centers in Tripoli. She stated that "I like teaching, and I also used to teach English in some private English centers to gain more experience and to get some more money."

Data Collection

Green et al., (2006) and Yin (2009) stated that carefully choosing the appropriate data sources for a case study ensures that the study is as robust as possible. Prasad (2005), Stake (2009), and Yin (2009) agree that triangulation, which is the utilization of multiple methods or data sources for the same topic, is essential in assuring the validity of the study. Based on the objectives and the purpose of this study, questionnaires, semi-structured interviews, and virtual class observations were used as data collection tools. For this study, the data collection process started at the end of September 20 21 until November 2021.

Usually, qualitative research takes place in a natural setting to enable researchers to become immersed in the actual context to obtain in-depth information (Creswell, 2013). Because of the global pandemic (Covid-19) and the consequent travel ban, travelling to collect data at the selected research site was not feasible. As a result, the process of data collection was not carried out as originally planned. Instead, data were collected through phone and skype interviews, video observations of live class sessions, and questionnaires.

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Table 2

Data Collection

Research Questions	Data Source	Research Methods	Data Analysis
What methods of teaching English being used by EFL teachers at Alnour primary and secondary school in Libya?	interview transcript observational notes questionnaire	semi-structured interview class observation	descriptive explanation synthesis of themes
What are the pedagogical practices of EFL teachers in teaching English for communicative purposes in the classroom?	interview transcript observational notes questionnaire	semi-structured interview class observation	codes and themes descriptive explanation synthesis of themes
In what ways do students practice English for communicative purposes?	interview transcript observational notes questionnaire	semi-structured interview class observation	codes and themes descriptive explanation synthesis of themes
What challenges do EFL teachers encounter in teaching English using the communicative teaching method?	interview transcript observational notes	semi-structured interview class observation	codes and themes descriptive explanation synthesis of themes

Questionnaires

Gass and Mackey (2007) defined the term "questionnaire" as a written instrument in which all the participants are provided with the same list of questions and respond to the questions by giving written responses or answers, marking Likert style judgments, or choosing options from a list of statements. In this study, questionnaires were used as a first step of the data collection process to collect detailed information about the participants' backgrounds, personalities, expectations, and values to form the basis for the

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purposive samples (Cohen et al., 2013). This questionnaire included questions about the participants' years of experience, teaching methods, and the classroom practices involved in teaching English.

For this study, interviews were used as a primary data collection tool. According to Kvale (1996), interviews are beneficial for "studying people's understanding of the meaning in their lived world" (p.105). Interviews also help researchers understand what is on the participants' minds. Patton (1987) stated that "we interview people to find out from them those things we can't observe" (p. 196). Interviews in qualitative research result in thick descriptions of the subject so readers can make decisions about transferability of the results of the study (Merriam, 2002). Finally, interviews also allow for the triangulation of information collected from different sources, thereby improving the credibility of study findings (Emerson et al., 1995; Merriam, 2002; Stake, 1995).

A semi-structured and flexible interview was used in this study because it featured open-ended questions which were changed according to the flow of the interview process. As noted previously, four female Libyan English teachers were interviewed to understand their intentions and classroom practices in teaching English as a Foreign Language. The participants in this study were interviewed between October 2nd, 2020 and November 25th, 2020. Two participants were interviewed via Skype, and the other two participants were interviewed through international phone calls because of the weak Internet connection and power outages in their areas. All interviews lasted from 45 - 50 minutes and were audio-recorded and saved in a secured personal laptop.

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Interviews

  To create a meaningful reality, it is important that the interviews are specifically conducted about the phenomenon of the study (Omar, 2014). The main objectives for conducting these interviews were to find out the teaching methods and classroom practices being used in teaching English at Alnour Primary and Secondary School and to understand the influence of using these methods on Libyan students' development in using English in communicative and authentic situations. Interviews were recorded and transcribed, with reflection notes about key points.

  Before conducting interviews, all participants were informed about the following: the main purpose of the study, procedures of the research, anticipated study benefits, the participants' right of withdrawing from the study at any time without any penalty, and the confidentiality of their shared information. Then, participants were asked if they had questions about the study or its procedures. To establish rapport and gain the participants' trust, participants were provided with some information about the researcher himself (Patton, 1980).

  The interview questions were carefully developed to be clear, neutral, unbiased, and relevant to the purpose of the study (Seidman,1998). The interview questions included and covered all areas of the study and were as follows:

1. Based on your teaching experience, would you please talk about the teaching method you are using in teaching English and why you are utilizing this method?

2. Have you received any in-service training programs about the language teaching methods?

3. Based on your response in the questionnaire, could you please explain what the Communicative Teaching Method means to you?

4. What do you think of this teaching method?

5. Could you please give an example of how you translate these ideas in your teaching instructional and classroom practices?

6. Given your experience in teaching this new English curriculum, what difficulties do you encounter when implementing the CTM in your classroom?

7. What is your opinion about using the CTM to help the students use the language in oral situations?

8. What do you think about the appropriateness of the CTM for teaching English as a Foreign Language in the Libyan Context?

After interviews were completed, analytic memos were written to describe the participants' opinions, feelings, thoughts, reflections, confusion, initial understandings, and interpretations. After analytic memos were written for every interview, the process of transcribing the interviews started, in which the first interview was on October 2, 2020. All interviews were transcribed and completed by November 8, 2020. After completing the interview transcriptions, all interview recordings were reviewed and listened to one more time to ensure the accuracy of the transcripts. As John Dewey (1938) asserted, self-reflection is important for intellectual growth and development.

Virtual Classroom Observation

Nunan and David (1992) defined the observation process as "a method of watching behavior and understanding how the social events of the language classroom

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are enacted" (p. 93). Marshall and Rossman (2006) also defined observations as "the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for the study" (p. 98). In the field notes, observations included the setting, activities, individuals who participated in the activities, and very importantly, the meanings and intentions of what was observed from the perspective and viewpoint of those observed people (Patton, 1990). For example, when I was watching the video tapes, I was able to observe the classroom settings, the teachers' instructions and practices, the students' interactions , and the classroom environments in terms of the classrooms' materials, class sizes, and visual aids.

Virtual classroom observations were used in this study because it was very beneficial to observe what was happening in real situations rather than relying on second-hand accounts (Cohen et al., 2013). Because the teachers might find it difficult to articulate their knowledge, observations were beneficial to recognize and observe things that participants might not be able to explain as effectively themselves (Mertler, 2019). For example, I was not able to ask about the students' behaviors during the class sessions, but when I was watching the video, I observed that some students were neither listening nor participating during the entire class period. I also could not enquire about the teachers' behaviors with their students during the class sessions, but by watching the videos, I could better understand how teachers were behaving with their students.

Paltridge and Phakiti (2010) stated that classroom observations can be categorized as participant and non-participant. Researchers in participant observations contribute to activities and take notes while participating. As a non-participant researcher,

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I did not participate in the class activities, but rather watched and took notes on what happened in the classroom (Brain, 2002).

The drawback of non-participant observation is that teachers might feel nervous and concerned that the observation might be used to evaluate their teaching performances. To avoid this problem, the purpose of these observations was explained to the participating teachers as an opportunity to observe the process of teaching the lessons as they unfolded in a naturalistic setting, the classroom in this case. The participating teachers were also informed that the data would only be used to answer the research questions and would not be used to evaluate their teaching performances or affect their students' grades.

To collect data about the teachers' classroom instructional practices and methods, each class was observed twice for an entire class time (45 minutes each). Observations began on January 2nd and were completed by January 25th. The classes included 1st, 2nd, 5th, and 6th graders. In total, observations were recorded for six hours. The following table provides detailed information about these virtual classroom observations including the pseudonym of each participant, the number of observations, the duration, the date, and the number of students in each classroom.

Table 3

Observation Timesheet

Name	Grade Level	Number of Observations	Length	Date of Observation	Number of students
Sarah	2nd Grade	2	45 Minutes	1/4/2021	38
			45 Minutes	1/6/2021	35
Huda	5th Grade	2	45 Minutes	1/7/2021	32
			45 Minutes	1/11/2021	37
Lila	1st Grade	2	45 Minutes	1/13/2021	27
			45 Minutes	1/20/2021	33
Asma	6th Grade	2	45 Minutes	1/25/2021	28
			45 Minutes	1/28/2021	32

Mulhall (2003) suggested that observations should include organizational and structural features by presenting information about the appearance of the classroom, the settings and environments, and how these settings and environments were utilized. Also, observations should contain data including information concerning the individuals' clothing, behaviors, movements, and interactions.

During these virtual class observations, detailed records of the events and instructional practices used in teaching English lessons were obtained. Using the video-audio digital camera was helpful in increasing the accuracy of the collected data and enhancing descriptive validity (Maxwell, 2012). While watching the video recordings, thorough notes related to the process of the instructional classroom practices, teaching methods used, verbal and nonverbal communications, and the interactions between students and their peers and between teachers and their students were compiled.

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While typing the class observational notes, teachers' classroom instructional practices and teaching methods, and the interactions between teachers-students and students-students were taken into consideration and connected to the research questions. After video tapes were watched multiple times, memos about personal reflections, ideas, confusions, initial interpretations, and breakthroughs were written to better understand how particular instructional classroom practices and the appropriate teaching methods could help students use the language communicatively and interact with each other during the lesson (Creswell, 2013).Data Analysis

Qualitative research studies involve continuous interaction between data collection and data analysis. For this reason, the process of data analysis was conducted following each interview to identify patterns and facilitate data collection (Strauss & Corbin, 1998).

According to Stake (1995), "analysis essentially means taking something apart" (p. 71), which in this case study not only means understanding educators' instructional practices and their intentions about teaching EFL, but also identifying and explaining emerging patterns of the meaning-making process. Marshall and Rossman (2006) also defined data analysis as "the process of bringing order, structure, and interpretation to a mass of collected data" (p. 154).

The process of data analysis is considered to be an iterative process or data analysis spiral. In this process, data is managed and organized, ideas and themes emerge, memos are written, codes are identified and classified into themes, interpretations are developed, and data is represented (Creswell, 2013). In this study, the process of data analysis included: reading and interpreting the data by writing memos, managing data

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and identifying units for analysis, organizing data into meaningful categories as a tool for interpretation, and lastly synthesizing and reporting significant or emerging themes. In analyzing the data for this study, Creswell's steps were used. These steps were explained by Creswell as "an interactive practice" to analysis. The steps include:

Step 1. "Organize and prepare the data for analysis" (p. 197). During this step, the interview recordings, questionnaires, and class observations notes were reviewed.

Step 2. "Read through the data" (p. 197). In this step, I reflected on the overall meaning to obtain a general understanding of the data and the ideas that participants conveyed. I wrote memos for both interview transcriptions and typed class observational notes. Writing memos provided me with the opportunity to be engaged in self-reflection. It also helped me recall and recollect the details for both the interviews and the class observations.

Step 3. "Begin detailed analysis with the coding process" (p. 197). Here, I used Creswell's procedure of building the material into segments by utilizing the text data and segmenting sentences into categories. During this step, both interview transcriptions and typed class observational notes were coded for categorizing data into units for analysis.

Step 4. "Use the coding process to generate a description of the setting or people as well as categories for these analyses" (p. 199). In this process, codes were created with descriptions which led to themes, such as the teachers' knowledge about the teaching methods and the challenges that EFL teachers face in teaching English in Libyan classrooms.

Step 5. "Advance how the description of these themes will be represented in the qualitative narrative" (p. 200). During this step, the emergent themes were integrated into the narratives.

Step 6. "Interpret the meaning of the data" (p. 200). Creswell noted that a researcher's own background plays an important role in terms of the meaning-making process. During the interpretation process, my nine years of experience as an EFL teacher helped me to understand the participants' responses. In addition, to accurately present the participants' perceptions of their experiences, I focused on what the participants said, the conclusions they made, and what their intentions were for future practices.

Data sources that were used in this study included the participants' interview recording transcriptions, classroom observational notes, and questionnaires. Utilizing multiple sources of data collection (interviews, virtual classroom observations, and questionnaires) helped the researcher assure that the generated codes developed a rich description of the findings (Merriam, 1998). Data from both interview transcriptions, questionnaires, and typed class observational notes were imported into a qualitative data analysis software named (N Vivo) for coding and categorizing large portions of text (interview transcriptions and typed class observational notes) under nodes (Yin, 2009).

According to Lodico et al. (2010), analyzing data includes the transcription of the audio or video recordings into written documents, labelling the responses of the participants, and identifying different codes or categories from these responses. To better guide the process of coding the data from interviews' transcripts and observational notes, research questions were used as the main reference. First, relevant parts, like, sentences,

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expressions, phrases, concepts, and words that were repeated or recurred several times were identified.

Transcribing the participants' interview recordings began as soon as each interview was completed. All interview recordings were listened to multiple times before writing the transcriptions. Some of the interview recording were translated from Arabic to English and were reviewed be a certified translator with a masters' degree in translation for a final revision. Once all interview transcriptions were completed, each participant was given a copy of the transcription and asked to provide clarification of meanings (member checking). The written class observational notes were typed into word documents under each participant's name and grade level. All participants contributed similar and different information and experience, in which some of these participants discussed at length on one theme or two; others, nearly made an equal contribution across all the emerging themes. Thus, the voices and views of all the participants were represented in this research study.

Analytic memos were written to identify emerging themes, such as the challenges that Libyan teachers encounter, the difficulties in understanding the objectives and instructions of the class activities, and the difficulties in using the CTM in language teaching. These analytic written memos also informed the coding of interviews and class observation transcriptions.

Transcripts were openly coded, in which these codes were grouped under different categories. These categories include the reoccurring and similar ideas and concepts from the participants' responses. Then, these emerging codes were grouped to

form categories. Based on the emerging categories and themes, the findings of this study were organized according to the research questions.

During the class observations and in-depth interviews, participants explained both their perceptions and teaching experiences about the difficulties and the practicality of using the CTM in teaching English in Libyan classrooms. This chapter reports the findings according to the analysis of the following data sources: questionnaire, semi-structured interviews, and class observations. Data from interview transcripts and observational notes were imported into a qualitative data analysis software named NVivo. NVivo was used in coding and categorizing the data under the nodes (Yin, 2009). After importing the data into NVivo and categorized them under the nodes, all codes were highlighted to identify which pieces of data were coded. Then, the Query function of NVivo was run, so codes from all different participant's responses were classified under each node. During the final step, data were exported from NVivo and the emerging themes and sub themes were identified.

Ethical Considerations

In the context of academic research, ethics are considered to be the appropriateness of the researcher's behavior alongside adhering strictly to the participants' rights in the study (Saunders et al., 2007). Ethical considerations are important when conducting educational and social studies (Alshibany, 2018). According to Fisher (2013), researchers should take into consideration three ethical issues: informed consent, confidentiality, and voluntary participation. The informed consent assists the participant when deciding whether to be part of the study or not. They should be given

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detailed information about the factors that might influence their decisions (Cohen et al., 2007).

There is a set of federal principles a researcher should follow to protect the participants of the study to ensure their minimum risks. Hammersley and Traianou (2012) presented these principles as follow:

1. Research should be designed, reviewed, and undertaken to ensure integrity, quality, and transparency.

2. Research staff and participants must be fully informed about the purpose, methods, and the future use of the research findings, what their participation in the research involves, and what risks, if any, are involved.

3. The confidentiality of the information provided by research participants and the anonymity of respondents must be respected.

4. Harm to research participants must be avoided in all instances.

5. The independence of research must be clear, and any conflicts of interest or partiality must be explicit (p. 7).

For this study, I obtained IRB (Institutional Review Boards) approval from the University of Denver (see appendix A). Then, all participants were provided with the Plain Language Statements and the consent form which included detailed information about the study's purpose, potential harms and risks, benefits, and how the findings of the study would be used and reported. All the participants were also informed that their participation was completely voluntary, and all their information would remain strictly confidential, with participants being referred to by pseudonyms. Participants were also

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told that all information would be electronically saved via a password protected folder, and all hard copies would be secured and stored in a locked folder case.

Before starting the interviews, the consent form was read to every participant to ensure that they understand all the information before signing the form. Boeiji (2011) stated that the consent form is "an obligation to outline fully the nature of the data collection and the purpose for which the data will be used to the people or community being studied in a style and language that they can understand" (p. 45).

Reliability and Validity of the Study

According to Joppe (2000), "reliability is concerned with the consistency and accuracy of the findings of the study" (p. 1). Morrow (2005) also described reliability in research as the way in which the research should be consistent if repeated in a similar setting, with the same people, and about the same issue. As stated by Brown and Rodgers (2002), "reliability refers to the degree to which the results of a study (such as an interview or other measurement test) are consistent" (p. 241).

To ensure the reliability of this study, the findings should be similar to the findings of other studies if repeated in a similar context and with similar people. This similarity was indeed noticed when the findings of this study were compared to other studies conducted about the teaching and learning of English as a Foreign Language in a Libyan context.

Cohen et al. (2007) defined validity in research as a condition in qualitative and quantitative research that is concerned with "a demonstration that a particular instrument in fact measures what it purports to measure" (p. 133). For this research, different

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methods were utilized to ensure validity and reliability for the research (Cohen et al., 2007). The first technique was the use of more than one method of data collection, such as classroom observations and interviews (triangulation). Triangulation was used in this study to improve the validity and reliability of the study and to achieve credibility. Patton (1990) defined triangulation as "the combination of methodologies in the study of the same phenomena or programs" (p. 187). In this study, it was beneficial to use different sources of evidence to develop "converging lines of inquiry" (Yin, 2009, p. 115). Therefore, data was triangulated from the questionnaires, interviews, and class observations to strengthen the validity of the study (Creswell, 2013).

The second technique was reflexivity. According to Scott and Morrison (2005), reflexivity is "the process by which the researcher comes to understand how they are positioned in relation to the knowledge they are producing" (p. 201). Willig (2013) stated that reflexivity requires awareness of the researchers' role and how they might impact the procedure of the research through their experience, knowledge, and what the research findings will add to the context. This might also include a researcher's experience and knowledge about the political and cultural environment of the research site. For this study, the researcher had ample knowledge and experience as he had been teaching English as a Foreign Language for nine years in Libya and had extensive background knowledge about the school system and the political situation in the research site.

Peer Debriefing

Erlandson et al. (1993) stated that a debriefer is a qualified person who can review and evaluate transcripts, emerging codes and categories from the transcripts, and the final

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emerging themes or findings of the study, and listen to the ideas and concerns of the researcher.

According to Guba and Lincoln (1981), the debriefer is "someone who is in every sense the inquirer's peer, someone who knows a great deal about both the substantive area of the inquiry and the methodological issues…[and] should not be someone in an authority relationship to the inquirer" (p. 308-309). In this study, the advisor of this dissertation was the debriefer, and she made a great contribution to the quality of the research. She reviewed and discussed the proposal drafts and dissertation chapters. The advisor was also helpful in refining the review of the literature, the methodology, findings of the study, and the interpretations.

Member Checking

Member checking was another technique that was used to increase the credibility of the findings of this study. Guba and Lincoln (1981) defined this technique as the process "whereby data, analytic categories, interpretations, and conclusions are tested with members of those stockholding groups from whom the data were originally collected" (p. 314). Member checks were conducted in discussions about the interview transcripts to correct any errors, misunderstandings, or misinterpretations. Furthermore, informal conversations were held with the participants to double-check that the collected data from questionnaires, interviews, and class observations were accurate.

Chapter Summary

This chapter has provided detailed information about the qualitative research methods, the rationale for the selection of these methods, and the research design. It also

discussed the method and the process of the data collection, its analysis, and the reasons for utilizing these research methods: interviews, questionnaires, and observations. In addition, this chapter presented the participants' selection procedure, the research questions, reliability and validity of the study, triangulation, peer debriefing, and member checking to ensure that this is an ethical study.

Chapter Four: Findings

The purpose of this qualitative case study was to understand the teachers' perceptions and practices in teaching English as a foreign language. This study aimed to explore what methods EFL teachers used to teach English, the Pedagogical practices used for teaching English in a communicative manner, how students practiced communicating in English, and the corresponding challenges teachers faced while teaching at Alnour Primary and Secondary School. Data in this study were collected through interviews, observations, and questionnaires to form an overall inclusive perspective of the teaching and learning methods of English at Alnour Primary and Secondary School.

In this study, data were analyzed by utilizing a series of steps suggested by Creswell. Firstly, data is organized and prepared in order to conduct meaningful data analysis. This is followed by reading through the data in preparation for a detailed analysis with the coding process. This coding process is utilized to generate a description of the setting or people as well as categories for these analyses. At this stage, great attention is given to advance how the description of these themes will be represented in the qualitative narrative. Lastly, the data is interpreted to derive conclusions in the context of the study.

This chapter represents and describes the research findings in themes and subthemes (see Table 4) that answer the questions of this study:

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1. What methods of teaching English are being used by EFL teachers at Alnour Primary and Secondary School in Libya?

2. What are the pedagogical practices of EFL teachers in teaching English for communicative purposes in the classroom at Alnour Primary and Secondary School?

3. In what ways do students practice English for communicative purposes in the classroom?

4. What challenges do these teachers encounter in teaching English using the communicative teaching method?

Table 4

Themes and Subthemes from the Data Analysis

Themes	Sub-themes
Teachers' knowledge about the teaching methods	• knowledge about the Communicative Teaching Method (CTM)
Teachers' Knowledge about the Teaching pedagogy	• A misconnect between the curriculum objectives and teachers' practice
The influence of the Grammar Translation Method (GTM) on Libyan students	• Memorization and repetitions are the most used practices
The Challenges for EFL Libyan Teachers	• Inadequate teaching time • Large classes • Lack of funding • Student's reluctance towards a learner-centered classroom • Lack of Training Courses and Professional Development Programs

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The data collected from the participants' interviews and class observations revealed common themes regarding the challenges that Libyan EFL teachers encounter when implementing the Communicative Teaching Method (CTM). Data shows that some of these difficulties were related to the insufficient knowledge about the CTM, along with use of the inappropriate teaching method. Generally speaking, most of the participants' responses indicated that the majority of English Language Teachers have insufficient knowledge about the language teaching methods and the appropriate use of the method of teaching that meets the students' academic needs. In the following analysis, the researcher describes these influential factors based on the participants' responses and the related literature.

Teachers' Knowledge about the Communicative Teaching Method (CTM)

Garton et al. (2011) stated that a teaching method is "very often misunderstood by teachers, who may have received little or no training in its theoretical underpinnings and practical applications" (p. 5). According to the interviews and class observations, most Libyan English teachers draw upon their previous teaching experiences and incorporate them into their teaching methods using traditional methods of teaching, such as GTM. The participants' responses show that most English teachers were unaware of the teaching methods they were using while teaching English lessons. In the following interview excerpts, teachers revealed that they did not identify specific teaching methods they used but instead instructed their students based on their educational experiences. Participants reported not being aware of the appropriate teaching method that fit their

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students' needs. They also reported that they were mainly following their previous teachers' way of teaching.

> Asma reported: When I teach the lesson, I do not have a specific teaching method to use in the classroom. Basically, when I was at the university, I didn't learn about the different teaching methods. Therefore, the teaching method that I am using is the one that my previous teachers were using when I was a student. (Asma, personal communication, October 6, 2020)

> Sarah also stated that: Actually, I could not say that I have a particular teaching method that I use, because I didn't have the opportunity to learn about the different teaching methods and theories of second language acquisition. Sometimes, I think of my teaching method as a mixture of the Grammar Translation Method and the Communicative Teaching Method. (Sarah, personal communication, October 2, 2020)

This excerpt portrays that most participants were not given the opportunity to learn about the different language teaching methods in order to incorporate them into their methods of teaching. Because GTM is the most used teaching method by previous Libyan English teachers, most participants indicated that they use this method as it is the only method they learn about. Some participants stated that they sometimes unintentionally used different methods of teaching due to their insufficient knowledge about the formal methods of teaching. Teachers often translate the vocabulary and texts into the students' first language to help them understand the lesson being taught. For example, Huda reported that:

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I wasn't sure of the type of methodology I am using in teaching my English

lessons, however my teaching method, I would say is more likely to be the

Grammar Translation Method. Because I used to start my new lesson by writing

the vocabulary of the lesson on the board then, I ask students to write down the

vocabulary in their notebooks. (Huda, personal communication, November 8,

2020)

The participants' responses revealed that teachers' classroom practices are based

mainly on the traditional methodologies. The methods utilized by this participant's

account further paints the use of a teacher-centered culture where the students have

minimal interaction with each other and the teacher, and generally only do what the

teacher instructs. This also reiterates that current Libyan English teacher's base their

teaching methods upon previous teachers' teaching methodologies. In conjunction, these

factors limit the quality and quantity of students' interactions while also limiting

collaborative learning opportunities (Abukhattala, 2016).

Jha (2013), stated that education in Libya is known for its traditional methods of

teaching: Grammar Translation Method with preference to rote learning, repetition, and

memorization. It is also known as the teacher- centered learning approach. This teaching

approach consists of emphasized focus on the rules of the grammatical structures,

memorization, and translation of words and sentences. In most English classes, lessons

are typically delivered in Arabic with very little use of English during the lesson. For

example, Lila reported:

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The only teaching method I know is the Grammar Teaching Method. I mean using the GTM allows me and the students to use Arabic during the lesson and translate what was difficult to help them understand and engage during the lesson. (Lila, personal communication, November 25, 2020)

Based on the data analysis of the class observations, some participants were not encouraging or motivating their students to practice and participate during the class session. Instead, students' fear and shyness were clearly displayed on their faces. Students were sitting in rows with two students seated at each table. The teacher started the class by asking questions and asked every student to individually come and write the answer on the board. Sometimes, the teacher's feedback was direct and negative, such as:

Teacher: Ahmed come and write the answer

Ahmed: Okay teacher

Teacher: Arwa, you are next

Arwa: okay

Teacher: every student will come and write the answer on the board.

As a result of the influence of the previous teachers' method of teaching and the lack of implementing concrete or formal teaching methods, teachers were controlling the interactions in the classroom. Students were not given the opportunity to practice and employ the language in a functional manner during the classroom session. It was evident based on the data from the class observations that the teacher intended to have full control over students' speech and movement. Students were passive participants,

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because they were sitting and receiving information and were not allowed to employ active learning techniques to be a part of the learning process.

Most participants reported that the large number of students enforced them to control the classroom session because of the limited and specific class time allotted to finish the assigned curriculum. As a result, students were not given the opportunity to speak and use the language during the class sessions.

During one of the classroom observations, the teacher was controlling and dominating the whole class time saying: "all of you have to listen carefully to how I will read the new vocabulary of this lesson, because each one will be required to memorize them and know the meaning of each word in Arabic" (SOURCE). This part of the classroom practice indicates that teachers were only broadcasting the knowledge into the students' brains, in which students were not given the chance to practice this knowledge in real communicative situations. Asma reported that:

> I noticed that some teachers focus on how they can help their students to pass the exam and they feel that their student's grades will be as a scale to evaluate their work. For example, teachers are focusing on the grammar rules in creating the questions of the exams. Teachers were asking students to memorize all the grammatical rules and vocabulary because they will be examined in these two sections and they ignore the speaking portion of the language. In this case, students will only be focusing on the grammar and vocabulary to pass the exam. (Asma, personal communication, October 6, 2020)

Data analysis from class observation indicated that most teachers focus on how their students can pass the exams rather than how they improve their practical use of the language and acquire the language effectively through interactive learning techniques.

The Influence of the GTM on Students' Learning

Seeking an appropriate teaching method that supports the students' academic success and language acquisition is very important, especially in a Libyan context. It can be seen through the class observation data analysis that a lack of interactive classroom environments exists. Bereiter and Scardamalia (1996) stated that interactive learning requires that students construct their own learning and learn by engaging themselves in interactive and critical activities.

Due to the fact that there is no opportunity for Libyan students to use English communicatively, only in classrooms, it is very important that teachers choose the method of teaching that encourages students to use the language among their peers during the class time. Teachers seem to have a difficult time choosing a method that encourages the use of English in a communicative manner for their students' best interest. Tarone and Yule (1989), also believe that "language teachers never seem to be quite satisfied with any one methodology or any one set of teaching materials" (p. 3).

According to Lea et al. (2003), interactive learning encourages the active role of students, fosters collaboration, emphasizes deep understanding, and students' autonomy. Interactive learning suggests the teachers' selection of the appropriate teaching method is very essential. Data revealed that the students' failure of using the language in communicative situations was due to the lack of providing interactive learning

opportunities through learners' engagement and active participation in the classroom. In this study, data from the participants' responses showed that most teachers consider GTM as an appropriate teaching method over more communicative forms of teaching. It can be seen that a current Libyan EFL teacher also stated that "I prefer using the traditional method of teaching (GTM) in order to teach the grammar of the language first" (Huda, personal communication, November 8 ,2020). Education in Libya has been known as the system of lecturing, in which all class activities and work were mostly done by teachers.

The Quranic method of teaching closely resembles the grammar-translation method, in which the teacher has the power and students are quiet, passive, and completely reliant on their teachers' knowledge (Abosnan, 2016). In the Quranic method, the teacher reads the verses of the Holy Book, then students repeat after him and then they are asked to memorize and recite it to their teacher. In this teaching method, teachers are viewed as the main resource of knowledge, and students are passive listeners and followers to their teachers (Alotaibi, 2014).

Students were passive participants during class sessions, as they listened to what was said by their teachers and were not allowed to speak unless they were asked. Thus, Lila showed how the most unsuitable methods of teaching English are implemented in Libya as she stated that "the traditional way of teaching that we have been using in Libya is like when we just come and get the book and teach the students what was written in the book" (Lila, personal communication, November 25, 2020).

Class observation data showed that when the teacher began the class, students were sitting and listening without any interaction among students or between students and

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their teacher. Students were not given the opportunity to speak unless asked to speak by their teacher. The following script was from Huda's class observation. This is the translation of what she said:

Teacher: "Today, I am going to ask each of you to come and read the alphabet on the board. Ahmed you first"

Ahmed: "A, B, C, D, ammmmm, K"

Teacher: "No, wrong, what comes after D?"

Ahmed: "ammmmm, G?"

Teacher: "wrong. Go to your chair"

Teacher: "Ali, come and read them"

Ali: "A, B, C, D, E, F, G, H, I, L"

Teacher: "stop. What is the letter that comes after the letter I? Speak…."

Ahmed: "Is it K?"

Teacher: "No, it is wrong. You are supposed to read and write all the alphabets and some vocabulary. I am not going to teach you what you should already have learned" This shows that students were not working with each other or practicing collaboratively, but rather sitting, and listening to their teacher's instructions. Lila also stated that:

I believe that it is not easy for me to use other teaching methods like the CTM for several reasons: first, the students' English proficiency level does not help me to use a teaching method that requires students to use English communicatively. Second, most of my students' level of English does not match their grade level. For example, I am teaching 5th graders, but their level matches 2nd graders. Third,

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the number of students is very large that does not allow the students to practice the language inside the classroom. Finally, I think some teaching methods like the CTM requires that teachers' English proficiency level should be satisfactory. (Lila, personal communication, November 25, 2020)

The participants' responses indicated that the students' grade level of English knowledge was below their current grade level and acted as a significant challenge for most Libyan English teachers.

The students' proficiency level being below average for their current grade also limits the teachers' selection of the appropriate teaching method. Students' resistance to the learner-centered approach was also revealed through participants' interviews and class observations. In this regard, Asma also added:

I sometimes try to implement another teaching method instead of the GTM, but I find that students were not able to understand the lesson without speaking in Arabic and translating the meaning of the words. I do have some knowledge about the CTM, but because of the low proficiency level of the students, class size, and the limited class time, I think it is hard to use it. (Asma, personal communication, October 6, 2020)

Hornsby and Osman (2014) stated that most teachers claim that large numbers of students in the classroom can hinder language teachers from improving their instructional classroom practices and prevent encouraging students to improve their language proficiency level. Large classes can also negatively influence student's achievement and performance. Likewise, data also revealed that due to large classes coupled with students'

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low proficiency levels, most teachers usually turn back to use the traditional method of teaching in order to control classroom sessions.

Andrews (1993) stated that teaching only grammar "does not help writing or speaking. Nothing seems to diminish the impulses and compulsions to continue to teach it in schools" (p. 4-5). Learning a new language does not only mean 'grammar' but should hold an important emphasis on 'communication'. Any language is built of a system of components that work together to fulfill the main goal of language 'communication' (Diaab, 2016).

The analysis of the data revealed that most Libyan teachers prefer to use the GTM in teaching English and consider it the most common teaching method used in their classrooms. Additionally, most participants' responses showed that most Libyan teachers were influenced by their previous teachers' teaching method (GTM), and they consider the GTM as the most suitable teaching method with Libyan students because it does not require the use of oral and communication activities in English. An example of this perspective is shown when Asma stated that:

> I prefer to use the GTM, in which I always focus on teaching students the grammatical structures and rules of the language. Honestly, I feel that I teach them about the language 'grammar', but not how to use the language 'communication'. (Asma, personal communication, October 6, 2020)

Regarding the teachers' common use of the GTM, data from one of the class observations reported the following:

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Teacher: "everyone should write the new vocabulary on the board. After that, I will be pronouncing every word and you will be repeating after me". (Teacher was talking in Arabic)

Students: "okay"

Teacher: "Foot, feet, school, children…."

Students: repeating what the teacher say

Teacher: "Foot takes the verb (is) and feet take the verb (are)"

Teacher: "next class everyone should come ready for the quiz of the use of (is) and (are)"

This revealed that the focus of the class was on the grammar and memorization, in which class interaction and the use of English in communicative situations were neglected. Sarah also reported that:

In my classroom, I believe that students' level of English is very low, and it does not even match their grade level. I do not think that we can use the target language in the classrooms, because students will not understand the directions, instructions, or the assignments. All what we do is to write new vocabulary, teach grammar, and memorization. I always help students to use the bilingual dictionary to know the meaning of new words. I would conclude that memorization is the most common used method in teaching and learning of English. (Sarah, personal communication, October 2, 2020)

The system of education in Libya is mainly based on memorization and repetition drills. Most teachers in Libya used to ask their students to memorize materials without ever putting them into practical use for the sole purpose of exam preparation. Slethaug

(2007), defines memorization as a limitation or barrier to students because it deals with learners as "stuffed ducks" (p. 55). This way of teaching in Libya is very common yet ineffective because it only has students memorize long lists of vocabulary without translating that knowledge to use in communicative activities.

For example, regarding the use of the memorization, pattern drills, and recitation as a common teaching style, Huda reported that:

> I used to ask my students to memorize the new vocabulary of every lesson and tell them that you will have questions related to these words in the exam. For example, one of my questions in the exam is to give the students a list of words that have missing letters and they have to fill out in the blanks. For example, the word (summer) (-u-m-e-) and they have to write the missing letters. (Huda, personal communication, November 8, 2020)

According to Najeeb (2013), Grammar Translation Method (GTM) is considered as one of the most widely used English teaching methods by Libyan English as Foreign Language teachers. In addition, most Libyan teachers believe that language learning can be achieved by mastering the language's grammatical structure and memorizing the vocabulary and rules of the target language as emphasized in the GTM.

Regarding these findings, Lila said that:

> In our schools, the focus was always on grammar and translation, in which we pay very little attention to the communicative aspect of the language. The translation was always used as the main instructional strategy in our classrooms. Basically,

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we translate the content of the target language and match it with the meaning of the learners' first language. (Lila, personal communication, November 25, 2020)

Related literature showed that the main focus of GTM is on the students' development with regard to the grammar of the language and its vocabulary knowledge, and neglecting the students' development with regard to the speaking and listening portions of the language (Larsen-Freeman, 2000). In other words, the GTM pays attention to both reading and writing skills and it neglects listening and speaking skills thus limiting the students' ability and opportunity to use the language in communicative situations (Brown, 1994)In addition, Huda also added that:

Only grammatical rules and structures are taught in my lesson to support reading comprehension. Students are required to memorize all the vocabulary and grammar rules to pass the exams. (Huda, personal communication, November 8, 2020)

According to the participants' responses, it seems that most Libyan teachers focus on the completion of the coursebook in the allotted time as a school requirement and that the students' main focus becomes passing exams rather than learning the language and how to use it in communicative situations.

Summary

Some of the challenging factors that Libyan teachers encounter when teaching English as a foreign language in Libyan classrooms included the insufficient knowledge about the language teaching methods and the selection of the appropriate method of teaching. Most teachers depend mainly on the use of the methods their previous teachers

were using. Without knowledge about the different language teaching methods in their teacher preparation courses and in professional development, teachers used traditional teaching styles. Most of the difficulties that EFL teachers encounter in teaching English lessons were related to the teaching method they used in their teaching process. Teachers also need to know the different theories, structures, and facts about the language. Most teachers in Libya were not exposed to a variety of teaching methods in their training and in professional development.

Teachers' knowledge about the teaching Pedagogy.

According to Day (2003), pedagogical knowledge refers to the knowledge of language that teachers have about the various forms of material representations, the techniques that help students to understand the content knowledge, and the potential challenges that students might encounter. Most students in Libya encounter difficulties in using the language in communicative situations and understanding class activities and instructions. Libyan students were only using Arabic to learn English. Data analysis revealed that most Libyan students depend mainly on the translation of English to their first language to learn the target language. Huda reported that:

 All students in my class use their first language and unfortunately, I tried many

 times to help them use English, but I failed. (Huda, personal communication,

 November 8, 2020)

Asma also explained that:

 My students were always reliant on the translation of the meaning of English

 words and texts into Arabic to understand the lesson. Therefore, using the CTM

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as a teaching method will not help students to understand the class instructional practices and activities. (Asma, personal communication, October 6, 2020)

Data analysis showed that most English teachers who tried to implement the CTM considered students' insufficient English level as an impediment to their implementation of the Communicative Teaching Method. Orafi and Borg (2009), also stated that students' inadequate proficiency levels negatively influence the teachers' classroom instructional practices. In addition, students with below grade level English skills usually avoid engaging in communication class activities and perceive these communication class activities as a cause of discomfort and anxiety. This understanding of students about participation in communication activities may lead them to favor the English classes that include fewer communication activities and classroom interaction (Weimer, 2002).

On the other hand, students with low English levels usually prefer teacher-centered activities that require less communication and interaction (Hawkey, 2006). Hence, these class activities that require less communication and interaction are often perceived by these students as easier, safer, and not embarrassing (Weimer, 2002). An example can be seen from a participant in students' comfort levels with their native language to learn the target language as Sarah said that "Arabic is the dominant language in my classroom. Due to the students' preference to using their first language to learn English, I was forced to speak and explain everything in Arabic" (Sarah, personal communication, October 2, 2020).

Based on the data analysis from the interviews and class observations, it's apparent that the challenges and difficulties in teaching and learning of English in Libyan

classrooms is also associated with the students' insufficient proficiency level in English. Regarding the issue of students' unsatisfactory English proficiency levels, Huda detailed that "because of the lack of practicing the language, most students forget what they have already learned. If I speak in English, I believe that most students will not understand the lesson and they will be left behind" (Huda, personal communication, November 8, 2020).

Data from class observations also revealed that most students remained silent during the entirety of class sessions. As observed from some of the class observations, most of the students were only sitting listening without any interaction. When the teacher asked them any question, they could not answer or say anything in English for example,

Teacher: "In my school there are 900 students, in which 500 are girls. How many boys are in the school?

Teacher: "Ahmed, what is the answer?"

Ahmed: "ummmm, would you please repeat the question" (in Arabic)

Teacher: "You should understand the question in English not in Arabic."

This revealed that because of the limited English proficiency, most students were not able to understand the lesson unless the teacher translated every single word into Arabic.

A disconnect between the curriculum objectives and teachers' practice

Data revealed that there is a missing link that connects the curriculum and teachers' instructional strategies in EFL Libyan classrooms. This problem reflects the minimal progress in learning the language in different communicative situations (Omar, 2014). As stated above in chapter one, the current emphasis in teaching and learning of English in Libyan schools was focused on acquiring a set of decontextualized skills, such

as knowing letters and numbers, vocabulary and grammatical rule memorization, and pattern drills (Abusrewel, 2014).

The Ministry of Education in Libya assigned a new curriculum that shifts from the Grammar-Translation Method (GTM) to Communicative Language Teaching Method (CTM). This new curriculum encouraged a communicative approach where students use English meaningfully and communicatively instead of focusing on isolated skills, such as memorizing new vocabulary and repeating grammatical rules (Altaieb, 2013).

The focus of this revised curriculum was on teaching the language in authentic contexts and its emphasis was on communicative and social aspects of the language (Larsen-Freeman, 2000). Professional development programs were not accompanied by the introduction of this curriculum for Libyan EFL teachers, and Communicative Language Teaching was not introduced into the training courses, if any (Aloreibi & Carey, 2017).

Regarding this disconnect between the current English curriculum and teachers' instructional strategies in EFL Libyan classrooms, Asma reported that:

 This English curriculum was based on the communicative teaching method in which teachers should implement their lessons using CTM but, I would say that teachers' preparation and students' English level are not matching the level of the curriculum content. (Asma, personal communication, October 6, 2020)

Lila added that:

This curriculum requires the use of communicative teaching method which we were not trained to implement it, and we also face difficulties with the listening

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and speaking activities. Because of the lack of the training courses and the unsatisfactory level of student's English proficiency, I always skip these listening and speaking activities. (Lila, personal communication, November 25, 2020)

Participants' responses indicated that the concept of this English curriculum is based on learner-centeredness which requires the implementation of different types of communication class activities that should be used throughout the course books. Data also indicated that the effective implementation of these differing communication activities needed necessary teaching equipment, such as computer labs, audio and video players, and class materials that encourage students' participation in conversations, playing games, open dialogues, role-plays, and problem-solving.

The data further made it known that the lack of resources and logistical obstacles has influenced the implementation process of this curriculum. For example, data from interviews and class observations denoted similar difficulties, like resource-related obstacles, which in turn resulted in the lack of instructional materials. Regarding the issue of insufficient resources Huda reported that:

There were some other factors that influenced the implementation process of the CTM, for example, the class time is very short for the listening and speaking activities. The number of students is very large that did not allow me to have all students practice the language. More importantly, is the students' level of proficiency in English which I considered as a big barrier to establish an effective interactive classroom environment. (Huda, personal communication, November 8, 2020)

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Teachers in Libya have maintained control of the curriculum and classroom interactions through traditional teacher-centered classroom discussions for many decades (Shihiba & Embark, 2011). Shah, et al. (2013) found that teacher-centered instruction and activities were commonly used by most Libyan EFL teachers, and the translation of English to students' native language was the primary instructional approach.

Teachers in Libyan schools were viewed as the main source of knowledge and authority and embodied the concept of a teacher-centered teaching approach (Abosnan, 2016). For example, in Libyan context, teachers are controlling the whole classroom session, in which they ask, and students raise their hands if they know the answer, otherwise, they just sit, listen and receive information without any teacher-learner or learner-learner interaction. Lila said:

> When students' English proficiency level is low, it's very hard to use the Communicative Teaching Method. For example, if the lesson for today is about the four seasons of the year, in which students are supposed to know the meaning of the four seasons and some adjective related to the lesson: that is hot, cold, windy, rainy, cloudy, chilly and so on. Then, I find out that they did not even know some basic vocabulary and sight words like "that, this, here, there, and, so, etc. So, how the teacher can implement this method with such students' low English proficiency level. (Lila, personal communication, November 25, 2020)

Participants' responses showed that students' insufficient proficiency level of English was considered as one of the major challenges for the effective implementation

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of the CTM in Libyan classrooms. This problem was also discussed by Orafi and Borg (2009). On this note, Huda also added that:

> My students used to memorize the vocabulary of every lesson with their meaning in Arabic, but when I ask them after like a week or so, I found out that they forgot them. I believe that language is "Communication" which means that if the students do not use the language, they will lose it easily. (Huda, personal communication, November 8, 2020)

Larsen-Freeman and Anderson (2013) suggested in their book *Techniques and Principles in Language Teaching,* that students should be given the opportunity to build their own learning based upon their background knowledge. He continued and proclaimed that "students are assumed to learn better when they are forced to explore and discover things by themselves" (p. 37). Larsen-Freeman and Anderson (2011) further suggested that the teacher's role should be as a communication facilitator where learners interact and participate in groups and where the teachers' role is less dominant than seen in the teacher-centered approach.

Summary

Most participants' responses indicated that there is a mismatch between the curriculum objectives and the classroom instructional practices. The principles and aims of the English curriculum created significant challenges and difficulties for Libyan EFL teachers. This curriculum shifts from the Grammar-Translation Method and encourages a communicative approach where students use English meaningfully and communicatively

instead of focusing on isolated skills, such as memorizing new vocabulary and repeating grammatical rules.

Therefore, most teachers in Libya encounter difficulties implementing this curriculum as it meant to be delivered. Instead, teachers in Libya control most classroom activities and actions, and are viewed as the main source of knowledge and authority, leaving students to be passive participants and followers to their teachers.

Memorization and Repetition are the Most common Used Classroom Practices

Independent learning is an important factor to ensure the successful process of the implementation of the CTM. Equipping schools with the necessary teaching materials, supplies, and learning resources are very essential for an effective classroom. Rogers (1983) also recommended that in many educational contexts "it is not necessary to teach some students, but they do need resources to feed their interests" (p: 141).

Asking EFL teachers to implement the CTM in a classroom that was designed, planned, and equipped for teacher-centered instruction will not serve them in successfully implementing the communicative class activities (Harmer, 1998: 19). To better implement the CTM, it is important that the classrooms should be designed in a way that promotes teachers' management and availability of using pair and group work and giving students self-access to learning materials (Cuban, 1993). Huda said:

> I am using the GTM in my teaching, and I always ask students to learn and
> memorize new vocabulary and know how to pronounce them correctly and know
> their meaning in Arabic. I always write the new vocabulary of every lesson, and
> then I ask them to repeat after me to learn the pronunciation. I also focus on

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teaching them the grammar because it is very important to pass the exam. But, when I try to help students use the vocabulary they have memorized, I first find that their proficiency level is low, number of students is large, classroom is small for group work, lack of materials, as well as they fear and feel uncomfortable to participate. (Huda, personal communication, November 8, 2020)

Another difficulty that encounters EFL teachers in using the CTM is the large number of students in the classroom. This factor leads teachers to use the method of recitation, repetition, and memorization (GTM). In this study, data shows that the average number of students in each classroom is 35 students, as a result the implementation of the CTM is very difficult. Therefore, teachers depend mainly on the recitation and memorization as a suitable teaching style, given the large class size. Regarding the difficulties and barriers that Libyan teachers encounter in the implementation of the CTM, Huda said:

In my opinion, to use the CTM effectively, we should have the appropriate learning classroom environment. As I mentioned that we lack different things that support the use of this method. For example, if we look at the number of students in our classrooms, we will find that every class has no less than 35 students, classrooms are small comparing with the number of students. There is also a lack of learning materials and school facilities. (Huda, personal communication, November 8, 2020)

Lack of teaching materials and school support was also one of the major factors that limited the successful implementation of the CTM process. Most Libyan schools lack

the necessary school facilities and resources, like labs, computers, internet, and group work class environments (Najeeb, 2013). Regarding this issue, Lila reported that:

> When I talk about the methods of teaching English in Libya, I remember that during my school experience as a student, my teachers were mainly using the Grammar Translation Method and Audio-Lingual Method. At that time, I was not able to use the language in communicative situations, but I was good at grammar. (Lila, personal communication, November 25, 2020)

Asma also said:

> The focus of the Audio-Lingual Method is on grammar drills and memorization, but with very little or no communicative based activities. (Asma, personal communication, October 6, 2020)

Tarhuni (2003) defines the situation of teaching and learning of English in Libyan schools as "knowing everything about the language except the language itself" (p. 20). Therefore, according to data analysis of the class observations, I observed that the main attention or efforts of learning English in Libyan classrooms were paid to learn and acquire a set of formal stages, like learning the grammatical rules, memorizing new vocabulary, knowing letters, and pattern drills. This, as a result, did not help students to achieve the main objective of learning the language and be able to use it communicatively (Omar, 2014).

In general, the system of education in Libya is mainly based on memorization and repetition drills. Most teachers in Libya used to ask their students to memorize materials without using them, just to be prepared for the exam. This way of teaching in Libya is

very common and ineffective because it only encourages students to memorize long lists of vocabulary and not use them in communicative activities, but instead to be able to pass the exam.

In one of the class observations, I noticed that the teacher started her new lesson by writing the new vocabulary on the board, and after she finished, she started to read them loudly and students were repeating after her for many repetitions. First, the pronunciation of some words was incorrect, and second, she was not pointing to the word that she was reading which may mislead students to know what word she was reading. From her classroom observations, she can be heard saying "I am going to write the new vocabulary of this lesson on the board and everyone must write down all the words on the board".

After she finished reading all the words, she gave them the meaning of every word in Arabic and asked them to write down this vocabulary in their notebooks, with their meaning. Next, she told them that in the following class they will have a quiz on these words regarding the spelling, pronunciation, and meaning. During the whole class session there was not any active interaction or communicative activities, and students were just listening or repeating what their teacher was saying.

According to Andrews (1993), he suggests to instructors that "instead of remembering language learning as painful, boring, or, worse yet, remembering nothing, students who engage in exploration and awareness activities will remember the power and joy of learning language as it is used in real life" (p. 47-48). This reiterates that when students use what they have learned, they will enjoy and practice the knowledge they

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gained, instead of memorizing and storing the knowledge for the exam. Regarding the current learning situation in Libyan classrooms, Lila said:

> I sometimes try to help students use the language with each other, but I find that students fear to participate to avoid committing mistakes. Also, the school lacks the necessary teaching and learning materials that help to create an appropriate learning class environment. (Lila, personal communication, November 25, 2020)

As most Libyan classrooms are mainly based on a teacher-centered approach, most participants' responses revealed that most students feel uncomfortable to participate during the lesson in case he/she makes an error and students may laugh at him/her. The literature shows that some studies revealed that the low aptitude of Libyan students has been reported as a major factor that limited and reduced the students' class participation and interaction during the class session. Participants' responses also revealed that when students are reluctant to learn or unwilling to participate, it is a big concern for teachers to implement a method of teaching that is based on the communicative approach. Sarah also said:

> Many teachers ignore the speaking activities that are assigned to the curriculum, maybe because of the limited time of the class session, the number of students, or the teacher's proficiency level itself. Because I believe that using this method requires that teachers' English proficiency level have to be satisfactory. (Sarah, personal communication, October 2, 2020)

The previous participants' responses indicated that large numbers of students in the classroom are considered a significant barrier for EFL teachers. Large classes is also

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viewed by EFL teachers as a challenging factor that hindered them to adapt their classroom practices and create an interactive classroom environment for their students. The literature also has shown some studies reporting that large classes are considered as a major factor that negatively influences the teachers' practice and selection of the most effective methodologies and class materials (Elabbar, 2011).

Biggs (1999) stated that teachers often consider large classes as an impairment of the involvement and active participation of their students. Large classes hinder the implementation of the communicative methods of teaching and limit the students' participation, not only in the Libyan context but in several EFL contexts. For instance, Willis (1996) asserted that in large classes, teachers might not be able to perform task-based language teaching effectively, control and monitor the students' progress, or give feedback to the students.

According to LoCastro (2001), large classes have a negative impact on some teachers' practices which limits them from focusing on their students' language development and creating an interactive classroom environment in terms of providing the students with a group or pair work class activities. Furthermore, Bigelow and Walker (2004) stated that teachers of large classes usually have limited space and limited opportunities to explore their work and reflect on their teaching experiences. Asma said:

> The time of the class is not enough to practice the speaking and listening activities besides the requirement that teachers should finish the curriculum in a specific time. (Asma, personal communication, October 6, 2020)

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Limited class time allocated for English classes was also reported as a major factor that limits and hinders the implementation process of the CTM. Participants' responses indicated that the insufficient time for English classes (45 minutes, four times a week) is considered as one of the big obstacles for the successful implementation of the CTM. Participants believed that this limited class time can only be used to cover the content of the curriculum in the allocated time to meet the school requirement and to allow students to be ready for exams.

Hooks (2010), stated that "students do not become critical thinkers overnight. First, they must learn to embrace the joy and power of thinking itself" (p. 8). Hence, this is what Libyan students lack in Libyan classrooms. They lack the active interaction with their peers and teachers. As a result, students favor memorization and pattern repetition over critical thinking.

Because students were required and enforced to memorize, and not to be critical thinkers, Huda said that "some parents consider schools as not good places for their kids to learn English, and they took them to private language centers after school time (Huda, personal communication, November 8, 2020). Lila also shared some of her own lived experiences in learning English when she was a student saying that "during my school, I don't believe it was a satisfying and pleasant experience, because when I graduated, I was not able to use English in many different communicative situations (Lila, personal communication, November 25, 2020).

According to Peregoy and Boyle (2008), "all language skills–listening, speaking, reading, and writing–are best developed when students are using those skills to achieve

communication goals that are interesting and meaningful to them" (p. 336). Due to the influence of teaching English non-communicatively, along with large classes, inadequate class time, and lack of class teaching and learning materials, data analysis revealed that some parents are unsatisfied with their kids' achievements. In response to this, they try to find alternative supportive resources that help their kids be more effective language users.

Summary

Most participants' responses indicated that there are some challenging factors that limited the implementation process of the CTM and hinder teachers from establishing an interactive classroom environment. These factors included, the students' below grade level proficiency in English, the large class sizes, the limited class time, and the lack of teaching materials.

Most teachers also indicated that they do not have the solid knowledge base of the language teaching methods. Therefore, teachers are obligated to follow the traditional grammar translation method because it provides the opportunity to manage their class time in conjunction with their class sizes. With this traditional teaching method, students have been viewed as passive participants, which hinders their communication abilities in English with their peers and teachers.

Data also revealed that the education system in Libya is mainly based on memorization and repetition drills. The culture of traditional teaching and memorization were observed as a big barrier to the implementation of the CTM materials. Also, students' reliance and preference with the use of traditional teaching methods was

another barrier for teachers to implement the lessons and communicative activities effectively.

The Challenges for EFL Libyan Teachers

Data from both, interviews and class observations revealed some factors that are recognized as the main concerns by the participants of this study. Most Libyan English Teachers seem to face several contextual challenges including: large classes, students with insufficient English proficiency levels, a lack of resources and funding, a lack of training courses, and inadequate professional development opportunities to develop their language knowledge and enhance their teaching practices. In turn, students develop a resistance to a learner-centered classroom due to fear and shyness of being incorrect, which creates a further disconnect between teachers' teaching methods, the English curriculums, and the quality of practical English language knowledge students retain.

Inadequate teaching time and Large classes

Data analysis revealed that the inadequate teaching time available and large class sizes were significant hindering factors to the implementation process of the CTM materials. Both sets of data (interviews and class observations) indicated that English teachers lack adequate class time to use the CTM and implement its material effectively and completely. Additionally, data revealed that the implementation of the CTM and class activities require enough time to provide students with the opportunity to participate and be part of these communicative activities.

Besides the lack of the adequate class time and the large number of students, teachers were also required and enforced to complete the entire curriculum in the time

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allotted. Sarah who has been teaching English for many years expressed her concerns about the inadequate time for teaching the English curriculum saying:

For me, I believe that it is very hard to teach or deliver every lesson as it is supposed to be implemented. I mean, I have the desire to teach the lesson effectively and have all the students participate and do communicative activities, but the class time was limited (45 min.) 4 times a week. Also, I am required to cover the whole curriculum in the time allocated. (Sarah, personal communication, October 2, 2020)

Participants' responses revealed that class time is inadequate and considered a real challenge in terms of finding the relevant class materials, preparing the lessons, managing classes, and providing appropriate class activities for students to use the language and communicate with each other. Huda talked about the Inadequate teaching time as a major factor in using the CTM, she said:

Since taking the class absence is a required daily routine, I always start my classes with 30-35 students by calling every single student's name, which takes about 6 to 8 minutes of the assigned class time. So, with this left time of 35-40 minutes of the class time, I will not even have the time for the class arrangements, like creating group work sessions if possible. Class time is very short to teach this curriculum as it was supposed to be implemented using the CTM as a communicative teaching method. (Huda, personal communication, November 8, 2020)

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Data has shown that time constraints was a real hindrance for Libyan teachers to implement interactive activities and provide students with the appropriate learning environments. For instance, Musthafa (2001) pointed out that due to the time constraints, many Indonesian English teachers could not effectively implement the communicative language teaching method and failed to develop a communicative classroom environment for their students. Hassan (2013) also investigated the perceptions of Bangladeshi English as a foreign language teacher about the implementation process of the communicative language teaching method and stated that time constraints limited Bangladeshi English teachers from implementing it.

Class size was also one of the big barriers that faced English teachers to effectively use the CTM in the classroom. For example, the average class size in this school was between 30-40 students, in which the time given for each class session was 45 minutes four times a week. Implementing the CTM class activities require enough to ensure that all students can get a chance to participate (Alshibany, 2018). In addition to the large classes, the differences in the students' proficiency level in English, made the process of this teaching with this method very hard to achieve.

According to Cheung and Wong (2011), "teaching smaller class could help teachers to deal with the increasing learning diversity in the classroom" (p. 51). Small class sizes provide the students with ample opportunity to participate and communicate with their peers and teachers (Shihiba, 2011). Regarding the difficulties of practicing the communicative activities with large numbers of students, Lila said:

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My big concern about the practicality of using the CTM with large classes is based on my experience that it is impractical or impossible to have all students participate in the communicative class activities. Furthermore, it is also hard to control and manage large classes during the implementation of the CTM and practicing the communicative activities effectively. (Lila, personal communication, November 25, 2020)

Sarah also added that:

Having large number of students in my classroom basically means that just few students will have the chance to participate, and the rest of the students, especially, students with low English proficiency level will be left behind. It is also clear that large classes negatively influence the student-student and the teacher-student interaction. (Sarah, personal communication, October 2, 2020)

In addition, the data shows that learners' lacking proficiency levels in English, large classes, inadequate class time, and lack of training may limit the Libyan teachers' efforts to establish effective learning classroom environments and to employ learner-centered approaches and teaching techniques. Asma also expressed her point of view saying:

I used to teach classes ranging between 30-40 students with only 45 minutes four times a week, and with different abilities of learning. So, do you think that I will be able to communicate with each student, and do you think that students also will have the chance to do so? I believe it is very difficult to communicate with every

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student in such limited time and large number of students. (Asma, personal communication, October 6, 2020)

The participants' responses revealed that students' differing abilities and their low level of English was a big barrier for Libyan teachers, in which these factors restrict their selection of the appropriate material and methodology and influences students' levels of proficiency (Suwaed, 2011).

Enever and Moon (2009) stated that effective communicative language teaching can happen when classrooms are well designed, equipped, and have small numbers of students; it may not effectively work with overcrowded classrooms and lack of educational resources (Garton et al., 2011). Class size was a big problem for Huda as well. She believed that:

CTM can hardly be used with large number of students, unless classes are divided into small groups, or having an assistant teacher to help during the class. Other than that, I guess it would be very difficult to implement this method of teaching effectively. (Huda, personal communication, November 8, 2020)

Sarah added that:

I believe that to successfully teach the English lessons using the CTM, it is necessary that the class time is enough, the class size is appropriate, and the students' proficiency level is satisfactory to ensure that students understand what is being explained or said during the class session. Therefore, I believe that the Ministry of Education and the school should take teachers, especially teachers of English into consideration when it comes to the number of subjects to be taught,

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the class time allotted, and the number of students in each classroom. I am considering these things very essential because I think that the number of subjects, the class time allocated, and the number of students will influence the teachers' performance and class interaction during the lesson. (Sarah, personal communication, October 2, 2020)

It is very hard to implement the communicative teaching method in Libyan classrooms unless necessary changes in Libyan education system takes place (Omar 2014). On the subject matter of the feasibility of implementing the CTM method successfully, Lilah has said:

> In my opinion, the Communicative Teaching Method doesn't seem to be practical, because of the large number of students. However, it is possible if we could divide the large classes into different small ones then, all students can get the opportunity to participate, communicate, and be active participants. (Lilah, personal communication, November 25, 2020)

Most of the participants in this study indicated that the necessity of meeting the Ministry of Education's demands, such as covering the whole curriculum in the time allocated, has negatively influenced the implementation of the CTM in the classroom. In addition, large classes are also limiting the effectiveness of the classroom active learning process. Therefore, most Libyan English teachers prioritized the completion of the assigned curriculum at the expense of students' effective learning. Also, most Libyan teachers consider covering the whole curriculum in the allotted time as one of the core responsibilities of their duty as a teacher (Abushina, 2017).

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Data analysis revealed that some teachers believed that covering the curriculum in the time allotted is the most important part of their teaching and learning process. Regarding this issue, Asma said that "indeed, as a teacher, I consider completing the whole curriculum is one of my first priorities to help students learn and obtain good marks" (Asma, personal communication, October 6, 2020). According to the Libyan Ministry of Education policy and requirements, all teachers are required to cover the whole coursebooks in the allocated timeframe. Due to this, teachers were focusing on completing the whole coursebook on the allotted time to help their students be ready for the exams.

Lack of Funding

According to Urwick and Junaidu (1991), "The availability of teachers' manuals and of other teaching aids also affected the extent to which lessons called for active contributions by the pupils" (p.24). During the process of teaching and learning a language, it is important that teachers use different encouraging and supportive teaching aids that stimulate students to be more engaged in the classroom. Johnson, Berg, and Donaldson (2005), said,

> a school in serious disrepair presents an array of hazards for everyone in it. The physical elements of schooling also influence instruction—both what can be taught and how it can be taught. A school's lack of textbooks, a library, science equipment, or reliable photocopy machines inevitably limits the kind of teaching and learning that can occur" (p. 50).

Educational setting and classroom equipment can influence the processes of teaching and learning. According to Gilles et al (1988), "Environment is more than room arrangement and book selection. In these classrooms, there is a feeling of warmth and

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acceptance. Students and teachers regard themselves as learners, and all are valued in the learning process" (p. 19).

Participants' responses showed their impediment about the lack of these supportive teaching aids, which limited their implementation of the CTM and influenced the improvement of students' language skills such as speaking and listening. Furthermore, it was also noted during the observations, that classrooms were not provided with the necessary teaching facilities which are required for the implementation of the CTM. These required teaching facilities include language labs and audio and visual aids. Different responses were given by the participants regarding this lack of teaching facilities Sarah reports that:

> I believe that with the lack of the required teaching and learning materials and resources, it is very difficult to use the CTM and practices the communicative class activities. In our school, we lack the basic resources. For example, there is no computer labs or projectors that students can use to listen to audio CDs. (Sarah, personal communication, October 2, 2020)

The data analysis revealed that all participants consider the lack of school facilities as the most influential factor in the teaching and learning of English in Libyan schools. Huda said:

> We lack language labs that support students to practice the listening and speaking skills. We also lack the technology and internet access at the school. In addition, the course book in most times comes without the CDs. As a result, we always skip the speaking and listening portions of the lesson, and just do the grammar,

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reading, and answering the exercises of the lesson. (Huda, personal

communication, November 8, 2020)

This shows that most Libyan schools lack the facilities, equipment, and resources, like

laboratories, and group work class environments. As a result, these factors are considered

as a hinderance for an effective implementation of the class material and the interactive

class environment (Najeeb, 2013). Regarding the issue of funding, Lila also reported that:

I believe that this is not the case just in this school. I think this is the case in all

public school. Students lack the school facilities and learning materials that

support the process of learning a second language effectively, for example the

language laboratories and visual aids. (Lila, personal communication, November

25, 2020)

Visual aids are very important in the process of learning the language, it helps

students to improve their imagination and to remember words associated with images

Hashim, et al. (1997). According to Fox (2002), "learning is a visual process, which

entitles teachers to use visual images in teaching" (p. 121). Herrell and Jordan (2008)

consider learning visual aids as "an approach in which the language used in instruction is

made more understandable by the display of drawings or photographs that allow students

to hear English words and connect them to the visual images being displayed" (p. 20).

The analysis of the data reveals that Libyan classrooms lack the visual aid, and

teachers consider this lack of visual aids as a big challenge for the implementation of the

process of the CTM. Asma sees that visual aids are necessary in language teaching. She

said that "unfortunately, in our classrooms, we lack the language laboratories and we do

not even have the healthy bright classroom environment that include images or pictures that we might use as a teaching technique especially for kids" (Asma, personal communication, October 6, 2020).

There is doubt that technology nowadays plays an essential role in the development of teaching and learning of English. For the current situation of teaching and learning in Libyan schools, technology is a necessity and required in all Libyan classrooms. For example, students in Libya lack interaction and communication with native English speakers. Therefore, providing schools with the technology may help them and their teachers to use it in different activities (Mohsen, 2014).

Data analysis shows that all the participants recognized the lack of the technology and its impact on language teaching and learning. Sarah has mentioned this when she recounts that "when I was a student, I remember that I was not exposed to or used any kind of technology in my school. The only thing I was allowed and able to use is the blackboard" (Sarah, personal communication, October 2, 2020). On a similar note, Asma argued that "utilizing different visual aids, such as projectors, video and audio players, and Internet access must be available and accessible in all classrooms" (Sarah, personal communication, October 6, 2020).

Achieving the purpose of the CTM in large classes with only 45 minutes, four times a week is very difficult to achieve. To succeed and overcome this big barrier, decision makers and school administrators need to understand that sustainable funding can be helpful in solving this issue. Funding schools can also be invested in creating

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small well-equipped classrooms, which as a result can be managed and operated by teachers in many effective and practical ways.

The analysis of the data also showed that support from school administrators is essential for the effective implementation of the CTM process. According to Fullan (1994), lack of such active administrative support can negatively influence the implementation of the CTM. Analysis of the data from the interviews supported this claim and revealed that participants noted the lack of support from the school administrators as a big barrier when they want to implement the CTM as a teaching method in their classrooms.

Data revealed these concerns in responses to one of the interviews' questions that was related to the challenges that teachers encounter while implementing the CTM. All participants were worried and enforced by the school administrator to complete the whole textbooks within the school year and in the time allocated, no matter what students have accomplished. Asma said:

> Unfortunately, both the inspectors and the school administrator push us hardly to finish the whole curriculum within the school year. For instance, the inspector always asking me to complete the textbook that includes 9 different units, in which every unit consists of 10 topics. Besides the textbook, there are other books for training and workshops. (Asma, personal communication, October 6, 2020)

In another interview, Huda also talked about the lack of school support and the influence of the school principal and inspectors' pressure on teachers' performance. She said:

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In addition to the lack of school support and the necessary resources and classroom materials, I have also faced other challenges regarding the inspectors' evaluation for teachers. In Libyan schools, Inspectors always end their visits and write the report based on the students' performance and achievement, which is not a fair evaluation of teachers' performance. I would say that before evaluating teachers' performance based on their students' achievement, for example, if students were performing weak, means the teacher is not good and vice versa. Indeed, before those inspectors write their reports and evaluate teachers, they should first ask themselves: What was the support that they provided to these teachers to effectively implement the English curriculum? and were these teachers given the opportunity to attend the teaching training and professional development program?. (Huda, personal communication, November 8, 2020)

Participants' responses revealed that most teachers in Libya lack the necessary support that encourage them to improve their practice and manage their students' learning classroom environment. Some of these necessary elements include small classes, equipped classrooms, and teaching materials. Data also revealed that most of the respondents confirmed the lack or absence of funding and support from inspectors and school principals that help English teachers to effectively implement the CTM materials and process.

Another concern that participants also talked about is the low salaries and the lack of rewards in comparison to the hard work they do. Johnson et al. (2005), stated that economic motivations "can be used to achieve a variety of purposes, and researchers have

explored how increasing pay in different ways might serve to attract, retain, or motivate teachers" (p. 40).

Analysis of the data shows that teachers' academic performance in teaching is associated with their salaries; Lila explains her dissatisfaction and feelings saying:

Teachers in Libya are classified as working-class people. In our schools, we lack motivation and rewards as encouraging factors. Unfortunately, our low socioeconomic and low salaries led many of us to look for other work to improve our living conditions. Therefore, our academic duties as teachers were negatively affected by these external factors. (Lila, personal communication, November 25, 2020)

Data analysis revealed that schools lack of school and ministry support and resources, such as poor building infrastructure and teaching materials, electronic resources, books, internet access, and technology do not allow for a suitable learning environment for students to develop their learning skills (Brown, 2000). To effectively implement the CTM, it is important to introduce the curriculum with all the required learning facilities and textbooks should also be brought with the audio recordings to practice the speaking and listening skills. Additionally, since English in Libya is viewed as a foreign language in which schools are the only places where students can use the language, it is important that students are given the opportunity to listen to the correct pronunciation and use it during the class sessions.

Student's reluctance towards a learner-centered classroom

The students' low proficiency level in English is considered a big barrier for the implementation of the CTM principles (Altaieb, 2013). This lack of the students' proficiency level led some teachers to skip the listening and speaking activities. This also had an impact on students' participation and engagement in communicative activities like, role-play, pair work, and group work activities (Aldabbus, 2008).

According to Leedham (2005), turn-taking and back-channeling are helpful teaching strategies that encourage students to participate in communicative activities. A student in turn-taking task interacts with his or her peer. During the process of this task, one student begins to speak, and the other one remains silent. After the student completes his or her speech, then the other student gives his or her opinion about what the other student said.

During the back-channeling activity, while student A speaks, student B supports student A, by using some different supportive contributions, like "yeah", "mmm", or "that is interesting". The effective implementation of the class communicative activities requires that students' proficiency level of English is satisfactory and matches their grade level.

Even though there have been some efforts to shift the teaching method from the GTM into the CTM in Libyan schools, these efforts were unsuccessful due to the lack of students' proficiency level and resistance to a student-centered learning classroom (Omar, 2014). Data analysis of this study revealed that most students in Libya lack the ability of using the language in communicative situations.

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As it was presented in the literature, in the early 2000s, the Ministry of Education assigned a new curriculum that shifts from the Grammar-Translation Method (GTM) to Communicative Language Teaching (CLT) Method. This new curriculum encouraged a communicative approach where students use English meaningfully and communicatively instead of focusing on isolated skills, such as memorizing new vocabulary and repeating grammatical rules (Altaieb, 2013).

This curriculum was also designed to motivate students to use oral communications in the classroom. Huda explains this situation in her classroom saying:

> Most students are unable to practice English communicatively. I also noticed that students lack the confidence to speak up in front of me and their peers. I feel that many students fear committing errors if they speak. They also feel shy to work with other students especially if they were females. In addition, the classroom setting, and the large number of students were also big barriers. (Huda, personal communication, November 8, 2020)

In his research study, Elabbar (2011), stated that the participants' responses in his study recommend that language learners' who resist learning through a learner-centered approach have negative impacts on their language learning achievements. Other similar studies stated that the students resistant to learner-centered classroom settings can also influence the teachers' selection of the appropriate material and teaching method. As a result, reduced student achievements and progress in language learning can be seen.

Due to the lack of students' proficiency in English and resistance to a learner-centered classroom, most English teachers find difficulties in employing the CTM.

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Teachers prefer to use the Grammar-Translation method as it is the most suitable teaching method that fits students' English level and classroom settings (Saaid, 2010). Asma mentioned that:

> I consider students' resistance to a learner-centered classroom and their low proficiency as a big obstacle for me to effectively implement the communicative class activities. However, I believe that using the GTM will not help students to develop their proficiency level, but this is the method that we feel helps students with such English level and classroom settings. (Asma, personal communication, October 6, 2020)

Lila also mentioned that "if I use English during the class, I believe that many students will not be able to understand the instructions, directions, and task assignments. Furthermore, students feel uncomfortable and working in groups or participating in any communicative activities" (Lila, personal communication, November 25, 2020).

Data indicated that Libyan students' resistance to the interactive learning environment created a major difficulty for the implementation of the CTM. Rogers and Freiberg (1994) believed that "changing perceptions of how people learn is the greatest challenge for this process" (p. 270). This challenge was also described by Thanli et al (2008) and can be associated with:

- Learners' hesitation and reluctant to be the focus of classroom activities
- Learners' low proficiency levels
- Learners' lack of self-confidence
- Learners' perceptions of teacher as an authority in the classroom

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- Learners' lack of motivation in classroom participation

Lila, Asma, and Huda collectively explained the reason as to why students insist on using their first language saying that:

 One reason is that they lack English vocabulary, lack self-confidence to speak up Infront of other students, they also lack the appropriate class environment in terms of the large number of students, and the required teaching materials, like technology and visual aids. (Lila, personal communication, November 25, 2020; Asma, personal communication, October 6, 2020; Huda, personal communication, November 8, 2020)

The findings of this study showed that most teachers were worried about the students' low proficiency level and students' resistance to class participation. They considered them as major difficulties and challenges for the successful implementation of the CTM process. Sarah said that:

Due to the students' attitude and how they were taught during their previous school years, I believed that applying the learner-centered classroom can hardly be achieved. Using the CTM in a learner-centered classroom requires that both students and teachers have to be supported by the school and the Ministry of Education as well. (Sarah, personal communication, October 6, 2020)

Lack of Training Courses and Professional Development Programs

Teachers' training courses and professional development programs are essential factors to ensure an effective curriculum implementation (Abushina, 2017). According to Cheung and Wong (2012), "teachers should be provided with sufficient professional

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development training in various areas, especially in critical thinking, skills training, learner diversity, and inclusive education" (p. 51).

Providing teachers with the appropriate training courses and professional development programs is imperative in order to enhance the process of language teaching, and to achieve the main purpose of learning. The teacher's role is not to direct their students to pass English tests. The main goal of teaching is not to have students pass exams and obtain good grades, but to motivate and support them to be able to use the language communicatively in reality (Abusrewel, 2014). To achieve this goal, Samson & Collins (2012) explained that "teachers need the appropriate training to be able to meet their students' language and learning needs and to facilitate academic growth" (p. 8).

In this study, data analysis revealed that most teachers of English lack the appropriate training courses and professional development programs that help them improve their teaching and learning experiences to effectively implement the English curriculum. As it was explained in one of the participant's interviews, the necessity for the training and professional development programs is important to facilitate the process of the implementation of the CTM. Huda recounts her first-hand experience with training and professional development courses in the early stages of her career and explains that:

> When I was studying at the university, I remember that I took some course about language teaching methods. After I graduated, I was not given any training courses about the different teaching methods. I learned about some communicative teaching methods, such as the CTM, but I did not learn how to use them. Therefore, I am not able to practically use these teaching methods in my

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classroom, instead I use the method that my previous teachers were using with us (memorization, reciting, and pattern drills). (Huda, personal communication, November 8, 2020)

Appropriate training programs for teaching can help produce teachers that are able to master the teaching method they will implement, master the curriculum that they will teach, and collaborate with all different parts and situations in the learning environment. It requires professional capabilities and personal development as well, where these training programs should allow teachers to improve themselves to avoid any pitfalls in their teaching and be confident in themselves as a responsible and effective teacher (Schelfhout, et al. 2006).

According to the findings of the analysis of data, it is evident that there were few if any training and professional development programs provided to English teachers in Libya. Asma said:

I believe that most teachers of English are not well prepared and trained to teach this English curriculum that encouraged the use of the communicative approach where students should use English meaningfully and communicatively. Due to the lack of training programs, most teachers graduate, and get their degrees and go straight away to teach without attending any preparation training courses. (Asma, personal communication, October 6, 2020)

Some of the participants' responses confirmed the claim that the Libyan Ministry of Education is not offering training courses and professional development programs to teachers of English. Lila argued and said:

In this current situation, I am not going to take the blame on teachers. It is not the teacher's fault to use the traditional teaching methods, but it is the responsibility of the Ministry and decision makers to take this issue into consideration and provide us with the appropriate teaching training courses. (Lila, personal communication, November 25, 2020)

Sarah also said that:

Unfortunately, we lack the training and professional development programs in Libya, and because of that, teachers' performance is very poor. Here in Libya, once the teacher gets his or her degree, he or she start teaching without taking any training courses. (Sarah, personal communication, October 6, 2020)

Huda suggested that:

I recommend that the Libyan Ministry of Education should not allow novice or new teachers to teach until they get the teaching training courses and consider this like a required license to teach. The ministry also, has to provide all language teachers with the necessary training programs to enhance the quality of the teaching and learning process. If this happens, I believe that the teaching and learning process and quality will be improved and teachers will effectively use the CTM in their classrooms. (Huda, personal communication, November 8, 2020)

According to Richards and Rodgers (2001), the term 'method' is the level "at which theory is put into practice and at which choices are made about particular skills to be taught" (p.19). Thus, it is essential that Libyan teachers of English should be knowledgeable and aware of the different language teaching methods, and more

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importantly, is to know how these teaching methods may impact the process of language teaching. For instance, Lila explained this issue and said:

I was taught about some theories and methods of language teaching, but unfortunately, I was not trained about how to put these theories and methods into practice. For example, I learned about the Communicative Teaching Method, but I do not know how to use this teaching method and practice it in my classroom. (Lila, personal communication, November 25, 2020)

Suwaed (2011) stated that both, universities, and higher institutions in Libya do not provide language teachers with pre-service or in-service practical training courses. Huda said that:

I believe that there is lack of the training and professional development programs provided by the Libyan Ministry of Education. Even if there were any training courses, these courses were based mainly on theory rather than practice. As a result, language teachers were not able to practice the knowledge they acquired in classroom situations. (Huda, personal communication, November 8, 2020)

Most participants' responses explained that most teachers in Libya including English as Foreign Language Teachers, do not receive in-service teacher professional development or training programs about the different teaching methodologies or classroom practices. As a result, teachers depend on their own experiences that they have learned from their previous teachers. In addition, participants reported that the lack of professional development or training programs limits their performance and development

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of practice. As a result, they were enforced to follow their own ways of teaching (traditional ways of teaching).

Summary

This chapter presents a detailed information of the difficulties that face Libyan English teachers to implement the CTM when teaching their lessons. The findings of this study indicated that there are some factors that negatively influenced the use of the CTM materials in Libyan classrooms**.** These major factors included the inadequate teaching time and class size for the implementation of the CTM materials, lack of funding, student's English proficiency levels and their resistance to a learner-centered classroom (fear and shyness).

The findings of this study show that these challenging factors are linked with all the components of the education system in Libyan which include, English teachers, students, and the school setting. The findings also reveal that teachers' lack of knowledge about the teaching methods, teaching and learning aids, and training programs are the most influencing factors that led to the failure of the implementation of the CTM. The findings also showed that the students' grade level of English knowledge was below their current grade level and acted as a significant challenge for most Libyan English teachers and created difficulties in interacting and responding to the curriculum's principles.

Chapter Five: Discussion, Recommendations, and Conclusion

Introduction

The purpose of this qualitative case study was to understand Libyan English teachers' perceptions and practices in teaching English as foreign language implementing the Communicative Teaching Method (CTM) at Alnour Primary and Secondary School to support students' ability in using English in communicative situations.

This study seeks to answer the following research questions: (1) What methods of teaching are being used by EFL teachers at Alnour Primary and Secondary School in Libya? (2) What are the pedagogical practices of EFL teachers in teaching English for communicative purposes in the classroom at Alnour Primary and Secondary School? (3) In what ways do students practice English for communicative purposes in the classroom? (4) What challenges do these teachers encounter in teaching English using the communicative teaching method?

Participants of this study were four female Libyan teachers who were teaching English as a foreign language on a full-time basis at Alnour Primary and Secondary School (pseudonym). Usually, qualitative research takes place in a natural setting to enable researchers to become immersed in the actual context to obtain in-depth information (Creswell, 2013). Because of the global pandemic (Covid-19) and the consequent travel ban, travelling to collect data at the selected research site was not feasible. As a result, the process of data collection was not carried out as originally

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planned. Instead, data were collected through phone and skype interviews, video observations of live class sessions, and questionnaires. This chapter represents a detailed discussion of the findings (in light of the relevant literature), implications, limitations of the study, and concludes with the recommendations and suggestions for further research.

Discussion

The questions of this research study were answered by themes that emerged from the data analysis of the questionnaires, interviews, and classroom observations that were reported in Chapter 4.

The discussion of the findings of this study is presented with reference to the research questions and reflects on the following areas: Libyan EFL teachers' knowledge of the language teaching methods and the influence of the GTM on students' learning, teachers' perception of the classroom instructional practices, and the challenges that EFL Libyan teachers encounter.

Research question one

What methods of teaching English are being used by EFL teachers at Alnour Primary and Secondary School in Libya?

This question was asked to understand the teaching methods that were used in teaching English as a Foreign Language at Alnour Primary and Secondary School in Libya. To answer this question and to identify the methods of teaching English teachers were implementing, both semi-structured interviews and class observations were used.

Unlike traditional teaching methods including the GTM, the Communicative Teaching Method (CTM) encourages the students' motivation to learn the language using

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authentic and real-world materials (Larsen-Freeman, 2000). To effectively practice the language in oral activities, different means have to be adopted as teaching aids; some of these teaching aids include group work, problem-solving, activity cards, and communication games. The CTM contrasts with other traditional teaching methods, such as the Grammar-Translation Method, for example when implementing the Communicative Teaching Method, students can acquire the language by interacting with their classmates and teachers: therefore, students are given the opportunity to practice the language in communicative activities in small groups (Littlewood, 1981).

According to Garton et al. (2011), a method of teaching, is "very often misunderstood by teachers, who may have received little or no training in its theoretical underpinnings and practical applications" (p. 5). Data analysis revealed that most Libyan teachers were unaware of the teaching method they used. Some of the participants' responses showed that some teachers were using the method their previous teachers were using. Huda reported that "I do not have a specific method of teaching English, but I am using the teaching method that my teachers were using when I was at school". Here she is most likely referring to the GTM, which was known as the primary teaching method preceding the CTM.

Data suggested that most EFL Libyan teachers might need more knowledge and experiences about the different English teaching methods in order to provide their students with an interactive and effective environment to use the language communicatively during the class session. Participants responses showed that most EFL teachers' classroom practice was mainly based on traditional teaching methods such as

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the Grammar Translation Method, which appears to have a negative influence on students' learning and limited the students' collaborative learning (Aloreobi and Carey, 2017). Since teachers' knowledge of language teaching methods was limited, they simply adapted the traditionally employed teaching methods, and this is how GTM became so emphasized in classrooms and widespread in its use. This point was also stated by Lila, who responded that "actually, I didn't have the knowledge about the theories of the second language acquisition and the different methods of language teaching. Because of this lack of knowledge about the teaching methods, I was not aware of the teaching method I was using in my class." Asma further described that:

> when I was teaching the English lessons, it wasn't clear to me which teaching method I was implementing, but I guess, it's the Grammar Translation Method. Because I used to start my lesson by writing the vocabulary down on the board and give the students the meaning of these new words in Arabic (Asma, personal communication, October 6, 2020)

Regarding the teachers' knowledge about the language teaching methods, the findings of this study revealed that most Libyan EFL teachers used to follow the teaching method their previous teachers were using in teaching English as a foreign language, and this led English teachers to depend mainly on the GTM as a primary teaching method in their classrooms.

Abu Srewel (2002) stated the students' failure in using English in communicative situations is linked with the use of the traditional teaching methods, such as the GTM. For example, when teachers use the GTM, students would not be given the opportunity to

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use the language in communicative activities. On the other hand, if teachers were using the CTM in their EFL classrooms, students will be able to use the language with their teachers and peers. Shihiba (2011) also attributes the students' failure in using the language communicatively to the lack of the communicative activities in the classroom. Therefore, it seems that teachers' lack of knowledge about the teaching methods and relying on their previous teachers' teaching methods (GTM) had a negative influence on the students' ability to use the language in reality.

Findings of this study also revealed that the majority of the participants' practices were identified as being implemented in a traditional manner, such as the grammar-translation method, the teacher-centered classroom, and the over-reliance on the previous teachers' methodologies. In addition, students' resistance to student-centered classroom was also one of the factors that hindered the successful and impactful implementation of the CTM process.

Because most Libyan teachers teach English in the same way they were taught, most Libyan teachers find it difficult to teach the English curriculum using the CTM. Since most teachers were learning English at the university mainly dependent on the strategy of the memorization of the handouts, the technique of teaching and learning of English has been repeated and inherited by most teachers in Libyan schools. Data revealed that teachers in Libya have little experience and knowledge about the teaching methods, and this factor hinders them from providing students with an interactive classroom environment where students can practice the language communicatively.

The participants' responses showed that most teachers were unaware of the methods they were using in teaching English lessons. Specifically, most Libyan English teachers draw upon their previous teaching experiences for their teaching methods using traditional forms of teaching English, such as GTM. The following interview excerpts revealed the fact that teachers did not use a specific teaching method, they were instead instructing their students based on their educational experiences that they learned from previous teachers. For example, some participants reported that they were not aware of the appropriate teaching method that fit their students' needs. Participants reported that they were mainly following their previous teachers' way of teaching.

Jha, (2013) stated that education in Libya is known for its traditional methods of teaching: Grammar Translation Method with preference to rote learning, repetition, and memorization. It is also known as the teacher- centered learning approach. This teaching approach requires a lot of focus on the rules of the grammatical structures, memorization, and translation of words and sentences into the target language from the first language. In most English classes, lessons are mostly delivered in Arabic with very little use of English during the lesson.

According to Lea et al. (2003), interactive learning encourages the active role of students, fosters collaboration, emphasizes deep understanding, and students' autonomy. Interactive learning suggests the teachers' selection of the appropriate teaching method is very essential. Data revealed that the students' failure of using the language in communicative situations was due to the lack of the interactive learning environment that supports the learners' engagement and active participation in the classroom. In this study,

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data from the participants' responses showed that most teachers consider GTM as an appropriate teaching method.

The findings also revealed that most Libyan teachers prefer to use the GTM in teaching English and consider it the most appropriate method of language teaching. Also, most participants' responses revealed that the GTM is the most suitable teaching method with Libyan students, because it does not require the use of oral and communication activities in English.

Regarding the differences in teachers' opinions between these 2 teaching methods, Asma reported that: "I prefer to use the GTM and focus on teaching students the grammatical structures and rules of the language. Honestly, I feel that I teach them about the language 'grammar', but not how to use the language".

The data provided evidence of EFL teachers' knowledge about the language teaching methods and their reliance on their previous teachers' traditional method GTM. As a result, students were not given the opportunity to practice the language in an interactive environment, and this led students to memorize and translate the language from English into Arabic to able to understand the English lessons. Overall, data revealed that utilization of the traditional methods of teaching, including GTM, were dominant in most classroom practices. For example, most teachers were using the traditional teaching techniques, such as reading aloud, repetition, and memorization. They also preferred using it, as in many cases this is the only one they naturally knew how to use, they found it easier for the students to grasp due to their English proficiency levels, and it resulted in little anxiety in students over using the language to communicate with peers.

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Research Question Two

What are the pedagogical practices of EFL teachers in teaching English for communicative purposes in the classroom at Alnour Primary and Secondary School? This research question was asked in order to unveil the classroom instructional practices that EFL teachers were using in teaching English lessons, and to what extent students were given the opportunity to practice the language for communicative purposes.

Day (2003) stated that a pedagogical knowledge refers to the knowledge of language that teachers have about the various forms of material representations, the techniques that help students to understand the content knowledge, and the potential challenges that students might encounter. Findings of this study indicated that most teachers depend mainly on the memorization and the translation of the meaning of English words into its equivalent meaning in Arabic. Therefore, most Libyan students encounter difficulties in using the language in communicative situations and understanding class activities and instructions; they were solely manipulating their Arabic knowledge to learn English.

The findings indicated that because of the teachers' reliance on the GTM, students were only learning grammar and memorizing vocabulary. Thus, they were learning more about the language, than how to use it. Students were not able to communicate in English because with the use of the GTM, all class instructions were in Arabic, as Sara reported that: "Arabic is the dominant language in my classroom. Due to the students' preference to using their first language to learn English, I was forced to speak and explain everything in Arabic". Asma also stated that:

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My students were always reliant on the translation of the meaning of English words and texts into Arabic to understand the lesson. Therefore, using the CTM as a teaching method will not help students to understand the class instructional practices and activities (Asma, personal communication, October 6, 2020)

Participants' responses indicated that student's English level was considered as an impediment to their implementation of the communicative classroom activities. Orafi and Borg (2009) stated that students' low proficiency levels negatively influence the teachers' classroom instructional practices. In addition, students with inadequate English levels usually avoided engaging in communicative class activities and perceived these class activities as a cause of discomfort and anxiety. Therefore, students' English level was one of the main factors that hindered the implementation of the Communicative Teaching Method in Libyan classrooms. As a result, students with low English levels usually preferred teacher-centered activities that require less communication and interaction (Hawkey, 2006). Hence, class activities that require less communication and interaction are often perceived by these students as easier, safer, less difficult, and not embarrassing (Weimer, 2002). The insufficient English proficiency levels coupled with the resultant anxiety around speaking English in class lead to a more difficult endeavor for teachers trying to implement the CTM.

Research Question Three

In what ways do students practice English for communicative purposes in the classroom? To answer this question, data from both class observations and interviews were used to identify how students were learning English for communicative purposes.

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The findings showed that most EFL teachers' classroom practice is based on memorization and repetition drills. Most teachers in Libya used to ask their students to memorize materials without giving them opportunities to put their new knowledge to use. This way of teaching in Libya is very common and ineffective because it just allows students to memorize long lists of vocabulary without practicing them in communicative activities. Regarding the use of the memorization and pattern drills and recitation as a common teaching style, Huda reported that:

I used to ask my students to memorize the new vocabulary of every lesson and tell them that you will have questions related to these words in the exam. For example, one of the questions in the exam was to give the students a list of words that have missing letters and they were asked to fill in the blanks. For example, the word (summer) (-u-m-e-) and they have to write the missing letters. (Huda, personal communication, November 8, 2020)

The following is the summary of one of the class observations of the fifth-grade reading class. The teacher started the class by saying, today, we are going to study an interesting topic, then she read out the title "weather" and wrote the title "weather" on the board and explained its meaning in Arabic.

As it was revealed from the class observation that there was limited student participation in the lesson. Some students were only writing down the answers, while other students were watching the teacher and remained silent. Most students were not able to participate and share their answers and sacrificed the chance to practice the language with other students and the teacher. In addition, during the interviews, the

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participants expressed different views regarding the students' participations and interactions. For example, Huda reported that, when teachers try to implement the CTM materials, students' participation was the first challenge that arises. She reported that:

> when I start my English lesson, the first problem always faced was the students' resistant to class participation. The implementation of CTM is mainly based on shared participation between the teachers and their students. We need more student' participation in order to fulfill our tasks and provide the students with excellent materials. Most students always wanted their teachers to translate the meaning of every word into Arabic. (Huda, personal communication, November 8, 2020)

As a researcher and an EFL teacher for nine years, and based on the findings of this study, I believe that most teachers in Libya focused on teaching the grammar, reading and writing skills and overlooked the speaking and listening portions of the language. Therefore, most Libyan students graduated from the university with insufficient English levels, specifically in the areas of listening and speaking skills.

Findings based on the class observation data revealed that most students appeared to be accustomed to the translation of every new English vocabulary word into Arabic during the lesson. Harbord (1992) also asserts that the overuse of the students' first language in learning the second language makes them believe that word for word translation is an effective technique in second language learning. Therefore, it is evident that the over-use of the word for word translation during English lessons had a negative impact on Libyans students' ability in using English for communicative purposes.

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The total dependency on word for word translation and the overuse of Arabic during English classes neglected the fact that English classes are the only places in which students can be exposed to the language in different communicative situations. This limitation is particularly imminent within the Libyan context, where the school is the only environment in which students can learn the language. Therefore, it may be argued that the teachers' classroom instructional practice is characterized by the overuse of the students' first language, word for word translation, and a teacher-centered approach.

Research Question Four

What challenges do EFL teachers encounter when teaching English using the communicative teaching method? This research question was about the challenges EFL Libyan teachers encountered when implementing the Communicative Teaching Method in teaching English lessons. The goal was to identify the barriers that EFL teachers faced, some of which included: inadequate teaching time, large classes, lack of funding, and lack of training courses and professional development programs. All of these factors greatly influence the efficiency in which the CTM can be implemented.

Inadequate Teaching Time. All participants' responses indicated that there was no consistency between the allocated class time and the time for teaching the lessons of this communicative curriculum. In other words, these curriculum principles require time to fulfill the communicative purposes of this curriculum. Besides the insufficient class time, all teachers were restricted to teaching English classes lasting only for 45 minutes four times a week, which was inadequate to cover the entire curriculum with its

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communicative activities. Asma reported that the lack of allocated class time was a major constraint for developing and constructing the communicative activities:

> In order to cover all the aspects of the lesson, including grammar, writing, reading, listening, and speaking activities, we encounter the problem of the inadequate class time to teach all the aspects in the lessons. 45 minutes for a class session wasn't enough. (Asma, personal communication, October 6, 2020)

The findings also showed that the implementation of the CTM process was influenced by the limited time of the class session. This factor was viewed by all teachers as a major obstacle for teaching the CTM materials. All participants reported that they did not have the adequate time for practicing and teaching the communicative curriculum entirely and effectively. They stated that teaching English lessons using communicative teaching methods, including the CTM required ample time.

To conclude, one of the most important requirements for the successful implementation of the CTM to fulfill the communicative purposes of this curriculum, is increased class time practicing English in authentic contexts such as group work or speaking practice in partners. Data showed that it was challenging for EFL teachers to meet those curriculum requirements in such a short time. Additionally, all participants reported that they had inadequate time for preparing and managing the communicative class activities.

These findings were also supported by some other studies where English is taught as a foreign language. For instance, Ansary (2012) stated that inadequate class time was a major constraint for developing and constructing the communicative activities in

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Bangladeshi EFL classrooms. In another similar study investigating EFL teachers' perceptions about the implementation of the CTM in Turkish EFL classrooms, the findings revealed that inadequate time was considered a big barrier to practice the communicative activities and creating an interactive classroom environment.

Large Classes.

Large classes hindered teachers from creating different communicative activities that encouraged students to be engaged with each other and share their ideas with their teachers and peers. Teachers with large classes were not able to effectively implement the curriculum materials and encourage every single student to participate during the communicative activities. For example, Lila reported that:

> There are many difficulties that English teachers face in the classroom. One of these difficulties is the large number of students in the classroom. For example, I could not implement the CTM as a teaching method that requires the practice of the different communicative activities, and I may not be able to focus on all the students. (Lila, personal communication, November 25, 2020)

The large class size was flagged by all the participants as a serious obstacle to their implementation of the CTM, and this factor was also addressed by other studies as a hinderance to the implementation process of the CTM. Large class size was one of the major identified barriers that limited English teachers' practice when implementing the CTM curriculum materials (Cheung & Wong, 2011; Waters & Vilches, 2008). All participants stated that it was very hard to effectively use the CTM curriculum with large number of students and inadequate class time. Teachers who were engaged with such

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lager classes also expressed their concern regarding the difficulty of using the CTM curriculum with large classes. Huda reported that "based on my teaching experiences, a classroom with large number of students may not help teachers to provide all students with the opportunity to participate and engage during the communicative activities".

Large classes had a negative influence on teachers' practices in the classroom, because large classes create barriers regarding the practical implementation of CTM class activities. Some researchers have explained problems with large class sizes including impacting teachers' performance, physical discomfort, and affecting class management where teacher would not be able to focus on what was happing in the classroom. Lastly, teachers' individual attention during class activities might be affected by large classes.

In conclusion, large classes are a big challenge for EFL teachers and creates barriers regarding the implementation of the CTM practices when managing communicative activities and providing adequate time for students to use language and improve their English proficiency level.

Lack of Support. According to Johnson, et al. (2005) that,

A school in serious disrepair presents an array of hazards for everyone in it. The physical elements of schooling also influence instruction—both what can be taught and how it can be taught. A school's lack of textbooks, a library, science equipment, or reliable photocopy machines inevitably limits the kind of teaching and learning that can occur" (p. 50).

The findings revealed that lack of school funding and support was one of the inhibiting factors for the implementation of the CTM curriculum. All participants' responses indicated that lack of school funding and support is a major obstacle for the successful implementation of the CTM curriculum materials.

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Cheung and Wong (2012) supported the finding that lack of funding hinders the execution of effective teaching methods in a study that was conducted in Hong Kong. The purpose of this study was to identify the most supportive factors for the implementation of the communicative curriculum; the findings revealed that continuous funding and school support was a great aid in implementing the CTM curriculum. Constant funding can help schools buy the necessary class equipment and labs to improve the quality of the classroom and the teachers' performance. Sara reported that:

> in our school, we lack the appropriate and equipped classrooms, for example we lack language labs, visual and audio aids, in which the absence of all these facilities may negatively influence my teaching performance and students' engagement. Because of the lack of these necessary school materials and supplies, sometimes I find myself skipping the speaking and listening sections of the book. (Sarah, personal communication, October 2, 2020)

Generally, the issue of school funding was raised by all the participants and was a significant factor in teaching English using the CTM curriculum. Since the focus of this curriculum was on teaching the language in authentic contexts, with emphasis on the communicative and social aspects of the language, English teachers need to be provided with the necessary supplies and materials (Larsen-Freeman, 2000). These materials include anything from coursebooks with CDs, to language labs, and audio and visual facilities. In addition, schools need to be equipped with suitable chairs and spacious classrooms, so students can effectively and easily work in pairs and in groups with suitable class furniture.

Teachers' Training Courses

As it was discussed in chapter four, most teachers in Libya, including Libyan EFL teachers, were not given the opportunity to receive any training programs regarding the teaching methodologies or the classroom practices during their college years. They also did not get this opportunity even after they graduated from the university. As a result, the findings of this study indicated that most EFL teachers usually depend on their own teaching experiences that they gained from their previous teachers. The findings revealed that the lack of teacher training programs hinders teachers' improvement of practice and their performance. As a result, teachers refrained from implementing the CTM and instead turned to use the traditional teaching methods, such as the GTM.

Training courses are very essential in helping teachers develop their knowledge and understanding of the methods of teaching and to improve their classroom practice. Carless (1999) asserts that any curriculum innovation may fail to fulfill its intended goal if it is presented with insufficient on-going training. In the early 2000s, the Libyan Ministry of Education decided to introduce a new curriculum using modern language teaching and learning theories to help students use English in authentic situations rather than reciting and memorizing a set of drills (Altaib, 2013).

This new curriculum, named English for Libya, was mainly based on Communicative Language Teaching, or CLT. The focus of this curriculum was on teaching the language in authentic contexts, and the emphasis was on communicative and social aspects of the language (Larsen-Freeman, 2000). However, the introduction of this English curriculum for Libyan EFL teachers was not accompanied by professional

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development programs, and the Communicative Teaching Method was not introduced into the training courses for EFL teachers (Aloreibi & Carey, 2017).

All participants' responses revealed that they were not provided with any training courses to improve their knowledge about the different teaching methods and classroom instructional practices. According to findings, most teachers of English in Libya were not given any training courses or professional development programs. Huda reported that "based on my experience, I believe that most of English teachers in Libya were not trained about the teaching methods and practices, as a result GTM is still the dominant language teaching method in most Libyan EFL classrooms".

To conclude, the analysis of the data showed that most Libyan EFL teachers lack appropriate knowledge pertaining to the teaching methods and particularly the CTM. Samson and Collins (2012) stated that "teachers need the appropriate training to be able to meet their students' language and learning needs and to facilitate academic growth" (p.8).

Summary of the Findings

The purpose of this study was to understand the teaching methods Libyan EFL teachers were using in teaching English as a foreign language at Alnour Primary and Secondary School. The aims of the study were to understand the teachers' knowledge about the language teaching methods, with particular interest in the Communicative Teaching Method CTM, to understand the pedagogical practices of EFL teachers in teaching English for communicative purposes, and to identify the challenges that teachers encounter when using the CTM. To get an overall picture of the teaching and learning of

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English as a foreign language at Alnour Primary and Secondary School, data were collected through interviews, phone calls, and class observations.

Findings of this study revealed that there were several factors that most Libyan teachers encountered when teaching English as Foreign Language. These factors include the teachers' knowledge about the teaching methods, inadequate time allotment, large classes, lack of funding, and lack of training programs and professional development for teachers. As a result, teachers always struggle to develop and adapt the appropriate material and teaching methodologies that better suit their teaching practices and effectively meet the students 'needs. In addition, the data also revealed that these factors hindered the teachers' attempts in creating an interactive learning environment for their students and to implement learner-centered approaches in their classrooms.

Furthermore, the findings of this research revealed that even though this new English curriculum was intended to enhance the language proficiency and communicative abilities of EFL Libyan students, it could hardly be delivered as it was intended. Introducing a new curriculum without considering the general infrastructure of a particular context, usually leads to the failure of its implementation process. Due to these inhibiting factors, the findings revealed that it is difficult to implement this curriculum effectively in the current Libyan classroom context. Therefore, this curriculum is currently being implemented according to the Libyan classroom context, in which teachers use their previous teachers' methods of teaching, such as the GTM; the GTM does not meet the curriculum aims and principles.

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Among the challenging factors of the implementation of the CTM in Libyan EFL classrooms, are the effects of the lack of necessary teaching aids and facilities available to both teachers and students. Further, the lack of appropriate physical classroom environments makes the implementation of this communicative curriculum almost impossible. The results revealed that most Libyan classrooms were not equipped and lacked the necessary teaching aids that support teachers in creating a stimulating environment for teaching and facilitating the communicative teaching process.

These findings were also pointed out by Alnwaiem (2012) in a study that was conducted in the Kuwaiti context. The findings of this study discovered that the lack of the appropriate classroom environment, including the necessary teaching aids, supplies, and settings, led to the teachers and students' low performance and lack of class interaction. The results also indicated that it is difficult to teach this communicative curriculum and its activities within the inadequate class time (45 minutes four times a week). All of these hindering factors portrayed that it is difficult to implement this communicative curriculum or even meet its communicative purpose within this school context.

To conclude, the findings indicated that all participants of this study have received little to no training courses and professional development programs that could help them improve their knowledge of the different teaching methodologies and teaching performance. These factors, along with the other existing difficulties of large class sizes and limited times can negatively affect EFL students' abilities to use the language for communicative purposes.

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Recommendations

To improve the process of language teaching and learning in Libyan schools and to achieve the curriculum's communicative purposes, this study introduced a set of recommendations that might enhance the situation of teaching and learning of English in Libya. These proposed recommendations were made according to the study findings, the participants' opinions, and the researcher's own experience in the field of teaching and learning of English in Libyan context. Therefore, as with most educational research, this study also proposed the following recommendations for teachers in the field of teaching and learning of English as a foreign language.

1. It is important that EFL teachers use supportive teaching materials, such as visual aids, audio aids, and the communicative activities during the lesson to provide students with an interactive classroom environment. Urwick and Junaidu (1991) stated that, "The availability of teachers' manuals and of other teaching aids also affected the extent to which lessons called for active contributions by the pupils" (p.24).

2. Teachers of English should be knowledgeable about the disciplines of language teaching and learning, lesson planning and classroom instructional practices.

3. Teachers' role is not only to support students to learn the system of rules and vocabulary, but also to learn the system of function and the use of language in communicative situations.

4. Teachers should be aware of the influence of the traditional teaching methods, such as the GTM on students' language achievement.

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5. Teachers should be aware of the impact of the lecture-based method on students' learning and put more emphasis on the use of the different interactive teaching approaches, such as active learning, cooperative learning, and problem-based learning.

6. The curriculum can be changed/updated semiannually, annually, or even every 5 years to reflect teachers needs and how much they can accomplish in the allotted time.

7. The Ministry of Education should take the issue of overcrowded classes into considerations and provide new buildings with small class sizes to enable teachers to effectively implement the communicative teaching method.

8. The Ministry of Education should provide all teachers with the appropriate training courses in order to improve their understanding and knowledge of the different language teaching methodologies and to enhance their performance in teaching and class management.

Having presented the proposed recommendations for teachers and decision-makers in the field of foreign language teaching and learning, the following section outlines the limitations and challenges of this study.

Limitations

This study has several limitations that should be identified and reported. First, usually, qualitative research takes place in a natural setting to enable researchers to become immersed in the actual context to obtain in-depth information (Creswell, 2013). Because of the global pandemic (Covid-19) and the consequent travel ban, travelling to

collect data at the selected research site was not feasible. As a result, the process of data collection was not carried out as originally planned. Instead, all interviews were conducted via phone calls and skype. The classes were virtually observed.

Second, the number of participants in this study was limited compared to the total number of English teachers in Libyan primary and secondary schools. Therefore, to obtain a more thorough understanding of EFL teachers' intentions and classroom practices in teaching English using the CTM, a larger number of participants could be used.

Third, to obtain more generalizable results about the teachers' understanding of the methods of teaching and the process of the CTM implementation, the collection of teachers' documents can also be utilized in addition to the interviews and observations.

Fourth, the findings presented in this study were only based upon teachers' understanding and points of view. Students' opinions and understanding can also be incorporated to compare with teachers' points of view and their corresponding opinions.

Fifth, among the limitations of this study is the effect of the Libyan sociocultural factors. Due to some sociocultural barriers, there were some difficulties in conducting the interviews and observations with some female participants.

Finally, another challenge was the time zone between the country where this research was conducted and the time zone of the United States. Because of the difference in the time zone between the two countries, there were some difficulties in arranging the interviews' appointments.

Suggestions for Further Research

Since the main purpose of this research was to understand the teaching methods and classroom practices for EFL teachers at Alnour Primary and Secondary School in Libya, this study offered the following suggestions for future studies:

1. The focus of this study was on EFL teachers at public schools, so further studies can include EFL teachers at private schools. Therefore, a comparison can be made between the two types of schools.

2. This study was conducted to understand the teacher's knowledge of teaching methodologies and classroom practices in teaching English as a foreign language in the primary and secondary school context. Thus, possible areas for future studies can investigate the influence of the CTM on students' communication abilities and the practicality of using the CTM in high schools.

3. This study was conducted to understand the teaching methods and the use of the CTM in Libyan EFL classrooms, further research can investigate the factors contributing to the effectiveness of the teaching and learning of English as a foreign language in Libyan schools.

4. Although the collection of data for this study were only including EFL teachers, one avenue for future research would be to include Libyan EFL students' perceptions about the implementation of the CTM and the challenges they encounter with this method. In this study, students were only observed while mainly focusing on observing the teachers' teaching methods during class sessions. No direct interviews were conducted with the students themselves and

their input on their journey to learning English and their progression would be an area to focus on in future studies.

5. Strong relationships between students and their teachers are essential and influence the teaching environment. The findings of this study showed that most Libyan EFL teachers control the majority of the classroom practices. This study reiterated how Libya employs a very teacher-centered approach. This can hinder the progression of relationships, or prevent their existence thus not creating an environment for students to flourish. Although, this study was able to reveal that the teacher centered approach limited engagement instead of encouraging it, it is suggested for future studies to further investigate the impact of the teachers' class control on the students' learning achievement and engagement during the class sessions.

Final Thoughts

This research study was chiefly conducted to understand EFL teachers' knowledge of the different teaching methods and their understanding of the CTM. The purpose of this study was also to find out the challenges EFL teachers encounter when using the CTM in Libyan EFL classrooms. This has been obtained by exploring and understanding teachers' thoughts, perceptions, and classroom practices about the implementation of the Communicative Teaching Method.

The findings of this study revealed that the factors influencing the implementation process of the CTM are more likely to be interlinked. In other words, large class sizes, lack of funding, time constraints, and lack of professional development programs for

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teachers have negatively influenced teachers' performance and practice in teaching English using a communicative method of teaching. As a result, all students in Libya spend almost eight years learning English, but their proficiency level still remains low. Additionally, introducing a new curriculum without providing the teachers with the appropriate training will lead to great misunderstanding, and as a result, negatively influence the teaching process (Richards & Farrell 2005).

Furthermore, establishing a communicative and interactive classroom environment cannot be fulfilled with limited class time, over-crowded classrooms, and a lack of Education Ministry support and the necessary school resources. Therefore, to achieve the above classroom environment, all of these matters need to be discussed and solved. In other words, it is neither practical nor possible to solve one problem while ignoring the others.

Finally, the finding of this study makes a valuable contribution to the field of teaching and learning of English as a foreign language by filling the gap that exists in the literature. In other words, some previous studies such as (Abushina 2017, Altaieb 2013, Diaab 2016, Elabbar 2011, Orafi 2008) show that there is a lack of research conducted about the students' ability in using English in a communicative way. The findings of this study made a significant contribution to the literature and uncover the difficulties that face EFL Libyan teachers and hinder the implementation process of the CTM.

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Appendix A

The University of Denver Institutional Review Board (IRB) Approval

UNIVERSITY of DENVER
OFFICE OF RESEARCH &
SPONSORED PROGRAMS
Research Integrity & Education

DATE:	September 2, 2020
TO:	Khaled El mezughi, PH.D.
FROM:	University of Denver (DU) IRB
PROJECT TITLE:	[1617564-1] UNDERSTANDING LIBYAN TEACHERS' INTENTIONS AND CLASSROOM PRACTICES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
SUBMISSION TYPE:	**EXPEDITED NEW PROJECT**
APPROVAL DATE:	September 2, 2020
NEXT REPORT DATE:	September 2, 2021
RISK LEVEL:	Minimal Risk
CHILD RISK ASSESSMENT:	45 CFR 46.404
REVIEW TYPE:	Expedited Review
ACTION:	**Approved**
REVIEW CATEGORY:	Expedited Category # 7

Category 7: *Research on group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Thank you for your submission of the **New Project** materials for this project. The University of Denver Institutional Review Board (IRB) has granted Full Approval for your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission. The IRB determined that the criteria for IRB approval of research, per 45 CFR 46.111, has been met.

This submission has received an Expedited Review based on applicable federal regulations. This project has been determined to be a Minimal Risk project. Please note that the following documents were included in the review and approval of this study:

- Application Form - PART I revised version.docx (UPDATED: 08/29/2020)
- Application Form - appendix K CERTIFICATE OF TRANSLATION 07.17.2020 (1) [2305843009213953585].docx (UPDATED: 08/2/2020)
- Application Form - appendix G INTERNATIONAL RESEARCH 07.17.2010 (1) [2305843009213953570].docx (UPDATED: 08/2/2020)
- Application Form - _appendix M RESEARCH IN SCHOOLS 07.17.2020[2305843009213953557].docx (UPDATED: 08/2/2020)

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Generated on IRBNet

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- Consent Form - Teacher Consent Form revised version.docx (UPDATED: 08/29/2020)
- Consent Form - Parent Permission consent revised version.docx (UPDATED: 08/29/2020)
- Consent Form - Assent Form for Participation in Research revised version.docx (UPDATED: 08/29/2020)
- Consent Form - Ù†Ù…ÙˆØ°Ø¬_Ø§Ù„Ù…ÙˆØ§Ù?Ù‚Ø©_Ø¹Ù„Ù‰_Ø§Ù„Ù…Ø´Ø§Ø±ÙƒØ©_Ù?ÙŠ_Ø§Ù„Ø¨Ø««Assent_Form_for_Participation.docx (UPDATED: 07/27/2020)
- Consent Form - Ù†Ù…ÙˆØ°Ø¬ Ù…ÙˆØ§Ù?Ù‚Ø© ÙˆÙŠ Ø§Ù…Ø± Parent Permission consent Form.docx (UPDATED: 07/27/2020)
- Letter - Teacher Recruitment Letter revised version.docx (UPDATED: 08/29/2020)
- Letter - Ø·Ù„Ø¨ Ù…Ø´Ø§Ø±ÙƒØ© Ù…Ø¹Ù„Ù… Teacher Recruitment Letter (1).docx (UPDATED: 07/27/2020)
- Letter - School permission.jpg (UPDATED: 07/27/2020)
- Letter - Sate of Libya Ø¯ÙˆÙ„Ø© Ù„ÙŠØ¨ÙŠØ§.docx (UPDATED: 07/27/2020)
- Protocol - Interveiw Protocol 07.17.2020 (1)[2305843009213953599].docx (UPDATED: 07/27/2020)
- Protocol - Interveiw Protocol (1) Ø¨Ø±Ù†Ø§Ù…Ø¬ Ø§Ù„Ù…Ù‚Ø§Ø¨Ù„Ø© (1).docx (UPDATED: 07/27/2020)
- Questionnaire/Survey - Questionaire Ø§Ø²Ø¹Ø¯ÙŠØ§Ù† Ù„Ù…Ø¹Ù„Ù…ÙŠ Ø§Ù„Ù„Ø²Ø© Ø§Ù„Ø§Ù†Ø¬Ù„ÙŠØ²ÙŠ Ù„Ø¹ÙŠØ± Ø§Ù„Ù†Ø§Ø·Ù‚ÙŠÙ† Ø¨Ù‡Ø§ Ø§Ù„Ù„ÙŠØ¨ÙŠÙŠÙ† (1).docx (UPDATED: 07/27/2020)
- Questionnaire/Survey - Questionaire 07.17.2020 (1)[2305843009213953656].docx (UPDATED: 07/27/2020)
- Training/Certification - citiCompletionReport 2020.pdf (UPDATED: 07/27/2020)

Informed Consent Process

Please remember that informed consent is a process beginning with a description of the project and the assurance of participants' understanding. Informed consent must continue throughout the project via a dialogue between the researcher and the research participant. Federal regulations require that each participant receive a copy of the consent document.

Implementation of Changes to Previously Approved Research

Prior to the implementation of any changes in the approved research, the investigator must submit any modifications to the IRB through completing an amendment form and await approval before implementing the changes, unless the change is being made to ensure the safety and welfare of the subjects enrolled in the research. If such occurs, a Reportable New Information (RNI) Form should be submitted, via the IRBNet system, within five days of the occurrence indicating what safety measures were taken and provide an updated protocol and/or consent, if applicable.

Unanticipated Problems Involving Risks to Subjects or Others (UPIRTSOs)

Any incident, experience, or outcome which has been associated with an unexpected event(s), related or possibly related to participation in the research, and suggests that the research places subjects or others at a greater risk of harm than was previously known or suspected must be reported to the IRB. UPIRTSOs may or may not require suspension of the research. Each incident is evaluated on a case by case basis to make this determination. The IRB may require remedial action or education as deemed necessary for the investigator or any other key personnel. The investigator is responsible for reporting UPIRTSOs to the IRB within 5 working days after becoming aware of the unexpected event. Use the Reportable New Information (RNI) form within the IRBNet system to report any UPIRTSOs. All NON-COMPLIANCE issues or COMPLAINTS regarding this project must also be reported.

Continuation Review Requirements

Based on the current regulatory requirements, this expedited project does **not** require continuing review. However, this project has been assigned a **one-year review period** requiring communication to the IRB at the end of this review period to either close the study or request an extension for another year. The one year review period will be posted in the Next Report Due section on the Submission Details page in IRBNet. During this two-year period, a staff member from the Office of Research Integrity and Education (ORIE) may also conduct a Post Approval Monitoring visit to evaluate the progress of this research project.

PLEASE NOTE: This project will be administratively closed at the end of the one-year period unless a request is received from the Principal Investigator to extend the project. Please contact the DU HRPP/IRB if the study is completed before the one-year's time period or if you are no longer affiliated with the University of Denver through submitting a Final Report to the DU IRB via the IRBNet system. If you are no longer affiliated with DU and wish to transfer your project to another institution please contact the DU IRB for assistance.

Inclusion of Children

In Colorado, the "age of majority" for participating in research is 18 years. This study involves the inclusion of children under the age of 18. The IRB determined that the child risk assessment for this project was established as 45 CFR 46.404 "Research involving no greater than minimal risk" and does not required any additional safeguards for minor subjects.

Study Completion and Final Report

A Final Report must be submitted to the IRB, via the IRBNet system, when this study has been completed or if you are no longer affiliated with the University of Denver. The DU HRPP/IRB will retain a copy of the project document within our records for three years after the closure of the study. The Principal Investigator is also responsible for retaining all study documents associated with this study for at least three years after the project is completed.

If you have any questions, please contact the Institutional Review Board at (303) 871-2121 or through IRBAdmin@du.edu. Please include your project title and IRBNet number in all correspondence with the IRB.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within the University of Denver (DU) IRB's records.

Appendix B

School Permission

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دولة ليبيا

حكومة الوفاق الوطني

وزارة التعليم

مراقبة تعليم جنزور

مدرسة جنزور الجديدة للتعليم الأساسي

إلى من يهمه الأمر

يسمح للطالب **خالد عبدالسلام المزوغي** بإجراء مسحي والحصول على البيانات والمعلومات المطلوبة في ليبيا وذلك كجزء من متطلبات الحصول على درجة الدكتوراة في مناهج وطرق التدريب بجامعة دنفر بالولايات المتحدة الأمريكية علمًا بأن عنوان بحثه يتعلق بالبيئة الليبية تحت مسمى **إدراك مقاصد وممارسات الأساتذة الليبيين في تدريس اللغة الإنجليزية كلغة أجنبية**

وهذا للعلم والإجراء

والسلام عليكم ورحمة الله وبركاته

الإدارة

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Appendix C

Plain Language Statement (PLS) for Participants

Note: This will be translated and be available to participants in English and Arabic to select as per their request.

1. **Study Title and Researcher** Details

UNDERSTANDING LIBYAN TEACHERS' INTENTIONS AND CLASSROOM

PRACTICES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE:

Khaled El Mezughi, a PhD candidate at University of Denver

Email: Khaled.elmezughi@du.edu

2. Invitation section

You are invited to participate in a study that will explore and understand the challenges

Libyan teachers encounter in teaching English as a foreign language at Alnour Primary

and Secondary School. This study will particularly aim to understand teachers'

intentions and their classroom practices in teaching English as a foreign language. Before

you choose and decide to participate in this study, it is important to know why this study

will be conducted and what it will involve.

Please, go through this information carefully and you are welcome to ask if there is any

unclear information about this study.

3. **What is the purpose of the study?**

This study will be conducted as part of a Ph.D. program to fulfill the requirements of a

doctoral degree in the Curriculum and Instruction department at University of Denver.

This study aims to explore and understand the challenges and barriers Libyan teachers

encounter in teaching English as a foreign language.

4. **Why I have been selected in this study?**

You have been selected to be part in this study because you are teaching English as

foreign language at this research site, and your teaching experiences will inform the

research.

5. **Do I have to participate?**

It is completely up to you whether to decide to participate or not. In case you agree to be

part of this study, you will be asked to sign a consent form. In addition, you can withdraw

at any time, and withdrawing from participating in this study will not harm you in any

way.

6. **What will happen to me if I decide to participate?**

Once you accept this invitation and agree to participate, you will be asked to give the

researcher the permission to attend and audio-recording this observation during your

class session (when convenient to you), so I can learn and explore the teaching methods

that is being used in teaching English. Before starting the observation, I will be audio-

recording a short interview for 10 minutes in order to get some information about the

objectives of the lesson and the materials that will be used in the classroom.

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This observation will also be followed by an audio-recorded semi-structured interview for 30-45 minutes. The reason behind this semi-structured interview is to obtain more information about the teaching methods and practices being used in the class. The main purpose of conducting this observation and semi-structured interview is to obtain in-depth information of how English is being taught in this school.

7. Will the information in this study be kept confidential?

All the information collected during this study will be kept confidential and all participants will be named by an ID number so no one will be recognized by his/her name.

8. What will the results of the study be used for?

The findings of these semi-structured interviews and classroom observations will be used to inform my research and will be written up in English as one of the dissertation sections for the completion of my Ph.D. requirements in the College of Education at the University of Denver, however, the material may be used in presentations conventions, or publications arising from this study, and no participants will be named in the findings of these presentations or publications resulting from the study.

9. Who is organizing and funding this study?

This study is completely sponsored and funded by the Libyan Ministry of Education.

10. Who will be reviewing this study?

The study will be reviewed and supervised by Dr. Bruce Uhrmacher bruce.uhrmacher@du.edu, Dr. Kimberly Schmidt Kimberly.Schmidt@du.edu,and Dr. Paul Michalec paul.michalec@du.edu, the College of Education, University of Denver,

and by the Institutional Review Board (IRB) for the Protection of Human Subjects du-

irb@du.edu

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Consent Version: 07/15/2020

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of 210

Teacher Consent Form

University of Denver

Consent to Participate in Research

Title of Research Study: Understanding Libyan Teachers' Intentions and classroom

Practices in Teaching English as a Foreign Language

IRBNet #:1617546-1

Researcher: Khaled El mezughi, Ph.D. Student, University of Denver

Faculty Sponsor: Kimberly McDavid Schmidt, Clinical Assistant Professor of

Curriculum and Instruction, University of Denver

Study Site: The research site for this study is Janzor Aljadida Primary and Secondary

School in Tripoli, Libya.

You are asked to participate in a research study about your plans for and your teaching of English as a foreign language in Libyan Schools. Participation in this research study is voluntary. You may decline to participate or to withdraw from participation at any time without any penalty.

This document contains important information about this study and what to expect if you decide to participate. Please consider the information carefully. Feel free to ask questions before making your decision. How and when will they contact you to ask the questions? If you decide to be involved in this study, this form will be used to record your permission.

Purpose of the Study

The purpose of this study is to understand your plans for and your teaching of English as a foreign language in Libyan Schools, and the ways in which students speak and practice English in your classroom. Your lesson plans and teaching experiences will inform the research.

What will I be asked to do?

If you agree to participate in this research study, you will be invited to:

- Participate in completing a thirty-to-forty-minute questionnaire. This questionnaire will be sent to you via email to fill it and send it back via the same email. This questionnaire will include personal questions like your age, name, years of experience, date of graduation, place of graduation, and the degree obtained. The questionnaire will also include questions about the different methods of teaching currently being used by English teachers.

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- Participate in one thirty-to-forty-five-minute interview. This interview will be conducted via SKYPE or phone call at a time convenient for you. The interview questions will be available in Arabic and English and provided to you in advance of the interview. The interview will be audio-recorded for the purpose of transcription only. You are not required to answer any question if it makes you feel uncomfortable or you do not wish to answer it.

- Give permission to be virtually observed (videotaped) for 45 minutes three times over a three-week period, and an assistant teacher will be asked to place a camera in the corner of the class to record the class session.

Your participation in this study is voluntary; please let the researcher know if you would like to withdraw from participating in the study at any time.

<u>What are the risks or discomforts involved in this study?</u>

There will not be any expected risks for participating in this study. The researcher will attempt to actively mitigate the possibility of unforeseeable risks or discomforts for you in this study.

This study will involve the use of audio and video recordings. All recordings will be stored. as soon as transcriptions are completed. De-identified data may be used in presentations or publications. You will be given an opportunity to review the transcriptions upon request. If there are any portions of the transcript that you wish not to be used in the study, your request will be honored.

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What are the possible benefits of participating in this study?

This study will add to the body of knowledge concerning the teaching and learning of English as a foreign language.

Incentives to Participate

You will receive no compensation, reimbursement, or incentives for participating in this research project.

Study Costs

There is no cost for you to participate in this research study.

How will your privacy and confidentiality be protected if you decide to participate in this research study?

As a researcher, I will remove or code any personal information (e.g., your name) that could identify you to ensure that, by current scientific standards and known methods, no one will be able to identify you in the analysis process and when information is shared and published in the research community. In order to keep your information safe and confidential, as a researcher I will ensure that your name will not be attached to any data collected. I will be the only person who will have access to the data collected, and this data will be stored on an encrypted file on a password-protected computer. Rather than identifying data with your name, a pseudonym will be used.

Your responses will be assigned a code number. The list connecting your name to this code will be kept in an encrypted and password protected file. Only the researcher will have access to all files. When the study is completed and the data have been analyzed, the list will be destroyed. All audio and video recordings will be stored as soon as they are

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transcribed, and no identifying information will be included in the transcription. The results from this study may be published in journal articles or books**, and your individual identity, including your name will be kept completely confidential when information is shared and/or published.**

Questions and Contact Information

If you have any questions about participating in this research study, either prior to, during, or after your participation, please contact the principal researcher, Khaled El mezughi, at khaled.elmezugh@du.edu or by phone at 001720 4992586. The faculty sponsor overseeing this project is Professor Kimberly McDavid Schmidt, Morgridge College of Education, University of Denver. She may be reached via email at Kimberly.schmidt@du.edu, or by phone at 0013032637214

If you have any questions or concerns about your research participation or your research participant rights, you may contact the DU Human Research Protections Program by emailing IRBAdmin@du.edu or calling (303) 871-2121 to speak to someone other than the researcher.

Options for Participation

This study involves audio and video recordings. If you do not agree to be audio and video recorded, you can still take part in the study.

Please initial your choice for the options below:

_____The researcher MAY audio record me during this study.

_____The researcher MAY NOT audio record me during this study.

_____The researcher MAY video record me during this study.

_____The researcher MAY NOT <u>video record</u> me during this study.

_____ The researcher May administer a questionnaire during this study.

_____ The researcher May Not…

Your signature below indicates that you have read the information provided above and have decided to participate in the study. If you later decide that you wish to withdraw your permission, you may do so at any time. You will be given a copy of this document. Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below

   Printed name   **Signature**   **Date**

Appendix E

Teacher Recruitment Letter

Dear Teacher,

My name is Khaled El mezughi and I am a doctoral student in the Curriculum and

Instruction department at the University of Denver in Colorado. I am inviting you

because you are one of the teachers who is currently teaching English as a foreign

language at Janzor Aljadida Primary and Secondary School and you are eligible based on

your information that I obtained from the school principal and your teaching experiences

will inform the research.

As part of my dissertation, I will be conducting this study to understand what teachers

plan to teach when teaching English as a foreign language, what they actually teach, and

why they teach in that way.

For the purposes of my research, I would like to conduct one interview between 30-45

minutes via SKYPE or phone call at a time convenient for you. I will also be using virtual

classroom observation to see how English is being taught in your classroom and the

teaching method being used. An assistant teacher will be asked to place a camera and

record one class session (45 minutes) for three times over a three-week period. I will also

send you a questionnaire via email to fill it out and send it back via the same email, the

questionnaire will include personal questions: age, name, date of graduation, place of

graduation, and the degree obtained. The questionnaire will also include questions about the method of Teaching you are currently using and why, and questions about teaching and learning of English language in Libyan contexts.

All interview questions, questionnaire, consent form and any other materials will available in Arabic and English. Interviews also will be conducted using your preferred language Arabic or English. You will have the right to refuse to answer any question or item in any questionnaire, or interview. I would like to audio-record your interview in order to be able to transcribe it and all the recordings will be saved in a password-protected personal computer.

All your personal information including your name and identifying information will be kept completely private. I'll use the information I learn from you to complete my dissertation. I may also share and publish what I've learned with the broader educational research community in the form of journal articles or sharing the study results in conferences.

Your participation in this project is voluntary, and you can choose whether to be part of the study or not. Please email or call me by September 15, 2020 if you are interested in participating in this research study. I welcome your questions and you can reach me by email at khaled.elmezughi@du.edu or by phone at 001(720) 499 2586. Thank you very much for your consideration, and I look forward to receiving from you soon!

With kind regards,

Khaled El mezughi

Ph.D. Student

Appendix F

Arabic version of Appendix E

UNIVERSITY *of* DENVER

طلب مشاركة معلم

السلام عليكم ورحمة الله وبركاته:

الباحث: خالد المزوغي، طالب دكتوراه في قسم المناهج وطرق التدريس بجامعة دنفر،كولورادو، الولايات المتحدة الأمريكية.

أتقدم إليكم بهذا الطلب لدعوتكم للمشاركة في هذا البحث،لأنكم أحد المعلمين الذين يدرسون اللغة الإنجليزية كلغة أجنبية في مدرسة جنزور الجديدة الإبتدائية / الإعدادية ، وبناء علي المعلومات التي تحصلت عليها من مدير المدرسة، فإن خبرتك في التدريس تناسب البحث الذي أقوم به.

وكجزء من دراستي سأقوم بإجراء هذا البحث لدراسة كيفية تخطيط المعلمين للدروس، والإعداد لها عندما يقومون بتدريس مادة اللغة الإنجليزية، وما الذي يدرسونه، ولماذا يدرسونه بتلك الطريقة.

ولأجل البحث, سأقوم بإجراء مقابلة معك لمدة 30-45 دقيقة علي برنامج السكايب (SKYPE) أو إجراء مكالمة هاتفية في أي وقت يناسبك،وأيضاً سأقوم بمتابعة عملية التدريس عن بعد للإطلاع على كيفية تدريس اللغة الإنجليزية في فصلك، وما هي طرق التدريس المستخدمة.

سوف يطلب من أحد الأساتذة الزملاء وضع آلة التصوير في إحدى أركان الفصل، لكي تلتقط كل ما يجري أثناء الحصة الدراسية على مدار ثلاثة حصص في غضون ثلاثة أسابيع، وزمن الحصة 45 دقيقة، و سوف أقوم أيضا بإرسال الاستبيان عن طريق الإيميل، ونرجو منكم إكماله ومن تم إعادته إليَّ على نفس الإيميل.

يحتوي الاستبيان على معلومات شخصية مثل الاسم، والعمر، وتاريخ التخرج، ومكان التخرج، والشهادة العلمية المتحصل عليها، يبحث الاستبيان أيضا عن طرق التدريس التي تستخدمها، ولماذا؟، وكذلك أسئلة أخرى حول تدريس وتعلم مادة اللغة الإنجليزية في ليبيا.

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جميع النماذج المستخدمة في هذه الدراسة مثل أسئلة المقابلة، والاستبيان، ونموذج الموافقة، وغيرها سوف تكون باللغتين العربية والإنجليزية، أما المقابلة ستكون حسب اللغة التي يفضلها المشارك، سواء العربية أم الإنجليزية، وسيكون للأستاذ/ الأستاذة الحق الكامل في عدم الإجابة عن أي سؤال أو فقرة من فقرات الاستبيان أو المقابلة.

كما أرغب أيضا في تسجيل المقابلة تسجيلاً صوتياً حتى يتسنى لي كتابة الحوار، وسوف تكون التسجيلات مخزنة في كمبيوتر محمي بكلمة سر.

كل البيانات التي توحي بهويتك بما فيها اسمك، ستعامل بسرية تامة، وتحفظ في مكان آمن، وسأستخدم المعلومات التي أتحصل عليها منك لإنهاء كتابة أطروحة الدكتوراه، وقد استخدم المعلومات التي تلقيتها منك في المجال العلمي، وكذلك في الأبحاث والمؤتمرات العلمية.

مشاركتكم في هذه الدراسة اختيارية، وبإمكانكم قبول أو رفض المشاركة.

الرجاء الإتصال بي على الهاتف، أو المراسلة عبر الإيميل في الأول من شهر سبتمبر 2020ف، إذا كنت مهتماً بالمشاركة في هذه الدراسة.

أرحب بأسئلتكم واستفساراتكم ويمكنكم التواصل معي:

- على الإيميل: khaled.elmezughi@du.edu.
- أو الإتصال بالهاتف على الرقم : 2586 499 (720)001.

شكرا جزيلا على وقتكم وأتطلع للحديث معكم قريباً

والسلام عليكم ورحمة الله وبركاته

أ.خالد المزوغي.

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Parent/Guardian Permission Form

Consent Version: 06/15/2019

Parent/Guardian Permission Form

University of Denver

Title of Research Study: Understanding Libyan Teachers' Intentions and Classroom

Practices in Teaching English as a Foreign Language

IRBNet #:1617546-1

Researcher: Khaled El mezughi, Ph.D. Student, University of Denver

Faculty Sponsor: Kimberly McDavid Schmidt, Professor of Curriculum and Instruction,

University of Denver.

Study Site:

Your child will be videotaped in this research study. Participation in this research is

voluntary and they do not have to be filmed. Your child may decline to be filmed or to

withdraw from being filmed at any time. Withdrawal or refusing to be filmed will not

affect his/her grades in any way. This document contains important information about

this study and what to expect if you allow your child to be videotaped.

The purpose of this form is to provide you (as the parent or guardian of this child) with the information that may affect your decision as to whether or not to let your child be filmed in this research study. The person performing the research will describe the study to you and answer all of your questions. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to be filmed. If you decide to let your child be involved in this study, this form will be used to record your permission.

An associate teacher will be asked to place a video camera in one corner of the classroom that can record what will be happening during the class session. Your child will be filmed for one class session (45 minutes) three times over a three-week period. If your child does not wish to be filmed, an alternate program will be available that will be a part of your child's normal classroom routine. Minimal disruption to your child's instructional time and daily classroom routine is expected.

Your child's grades/scores will not be accessed by the researcher. Your child's grades/scores will not be affected by this study in any way.

<u>Purpose of the Study</u>

The purpose of this research is to learn more about how your child's teacher implements the English lesson and what classroom instructional practices are used. In addition, the purpose of this research is to observe how students are given the opportunity to use the language in oral situations and what challenges that may encounter teachers when using Communicative Teaching Method.

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What is my child going to be asked to do?

Your child will not be asked to do anything in this study. He/ she will just be filmed during the class session.

What will you be asked to do in the study?

If you agree to let your child be filmed in this research study, you will be asked to provide consent by signing this form. You or your child may return this consent form to your child's teacher. The researcher will then collect the forms from the teacher.

What are the risks involved in this study?

There are no expected risks to participating in this study. The researcher will attempt to actively mitigate the possibility of unforeseeable risks or discomforts for your child. **Any information obtained in connection with this study and that can be identified with your child will remain confidential.**

Incentives to Participate

You and/or your child will receive no compensation, reimbursement, or incentives for participating in this research project.

Study Costs

There is no cost for you or your child to participate in this research study.

How will your child's privacy and confidentiality be protected if you agree that your child can be filmed in this research study?

In order to keep your child's information safe and confidential, the researcher will ensure that your child's name will not be attached to any data collected. Only the researcher will have access to this video tape, and this data will be stored on a password-protected

computer. When the study is completed, all video recordings will be destroyed as soon as they are transcribed.

<u>Questions and Contact Information</u>

If you have any questions about participating in this research study, either prior to, during, or after your participation, please contact the principal researcher, Khaled El mezughi, at <u>khaled.elmezugh@du.edu</u> or by phone at 001720 4992586. The faculty sponsor overseeing this project is Professor Kimberly McDavid Schmidt, Morgridge College of Education, University of Denver. She may be reached via email at <u>Kimberly.schmidt@du.edu</u>, or by phone at 0013032637214.

If you have any questions or concerns about your research participation or your research participant rights, you may contact the DU Human Research Protections Program by emailing <u>IRBAdmin@du.edu</u> or calling (303) 871-2121 to speak to someone other than the researcher.

<u>Options for Participation</u>

Please initial your choice for the options below:

_____**The researcher MAY <u>video records</u> my child during this study.**

_____**The researcher MAY NOT <u>video records</u> my child during this study.**

You are making a decision about allowing your child to be filmed in this study. Your signature below indicates that you have read the information provided above and have decided to allow them to be filmed in the study. If you later decide that you wish to withdraw your permission for your child to be filmed in the study you may discontinue his or her participation at any time. You will be given a copy of this document. Please take all the time you need to read through this document and decide whether you would like your child to participate in this research study**.**

If you agree to allow your child to be filmed in this research study, please sign below.

_____   _____

Parent or Guardian Signature   **Date**

_____

Print full name of child allowed to be filmed in the study

Arabic version of Appendix G

نموذج موافقة ولي أمر

عنوان البحث: دراسة أهداف وطرق تدريس المعلمين الليبيين لمادة اللغة الإنجليزية كلغة أجنبية.

الباحث: خالد المزوغي، طالب دكتوراه في جامعة دنفر بالولايات المتحدة الأمريكية.

اسم المشرف: كيمبرلي ماكديفيد شميدت، أستاذ المناهج والتدريس في جامعة دنفر.

مكان اجراء الدراسة:

سوف *يتم تسجيل ابنك عبر التصوير المرئي (الفيديو)،* وتعدُّ المشاركة في هذه الدراسة اختيارية، ومشاركة ابنكم ليست إجبارية،كما يحق لابنكم رفض التصوير، وكذلك يمكنه الإنسحاب من المشاركة في أي وقت يشاء، ولن يؤثر رفضه أو انسحابه من المشاركة في هذه الدراسة على درجاته، أو معدلاته الدراسية باي شكل من الأشكال.

يحتوي هذا البحث على معلومات إضافية عن الأشياء التي يمكن أن يتوقع ابنكم حدوثها أثناء إجراء التصوير المرئي. الغرض من هذا النموذج هو تزويدكم (كوليِّ أمرٍ للطفل) بالمعلومات التي تساعدكم على اتخاذ قرار المشاركة من عدمه في هذه الدراسة، والسماح لابنكم بالتصوير، فالرجاء الإطلاع على المعلومات الموجودة في الأسفل، ونحن نرحب بأي استفسارات أو أسئلة لديكم قبل أن تمنحوا الموافقة لأبنائكم بالمشاركة في الدراسة والتصوير، وإذا ما تمت الموافقة على مشاركة ابنكم، فسوف يتم الاحتفاظ بهذا النموذج كسجل لموافقتكم.

سوف يطلب من أحد الأساتذة الزملاء وضع آلة التصوير في إحدي أركان الفصل لكي تلتقط كل ما يجري أثناء الحصة الدراسية، وسوف يتم تصوير ابنكم على مدار ثلاثة حصص في غضون ثلاثة أسابيع، وزمن الحصة 45 دقيقة، وفي حال رفض ابنكم أن يصور، فسوف يكون هناك برنامج آخر بديل متاح لابنكم ليواصل من خلاله دراسته الإعتيادية، ونحن نتوقع حدوث الحد الأدنى من الإرباك للجدول الدراسي اليومي لابنكم.

(لا يسمح للباحث بالاطلاع علي درجات ابنكم. درجات ابنكم لن تتأثر بهذا الدراسة بأي شكل من الأشكال).

هدف الدراسة:

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تهدف هذه الدراسة إلى فهم كيف يقوم معلمي أبنائكم بتدريس مادة اللغة الإنجليزية، وما هي طرق التدريس التي يستخدمونها في الفصل، وتهدف الدراسة أيضاً إلى ملاحظة كيف يتم إعطاء التلاميذ الفرصة لاستخدام اللغة الإنجليزية بالفصل والتفاعل مع أقرانه،وكذلك فهم التحديات التي تواجه ابنكم عند تعلم اللغة الإنجليزية.

ماذا سيطلب من ابني ان يفعل؟

لن يطلب من ابنكم أن يفعل أي شيء في هذه الدراسة، سوف يتم تصويره في الحصة الدراسية فقط.

ما الذي سيطلب منك القيام به في هذه الدراسة؟

إذا وافقت على مشاركة ابنكم في التصوير في هذه الدراسة، سوف يطلب منكم التوقيع على نموذج الموافقة هذا، ويمكن لحضرتكم أو ابنكم إعادة النموذج إلى معلم الطفل، بعدها سيقوم الباحث بأخذ النماذج الموقعة من الأساتذة.

ماهي المخاطر المترتبة عن المشاركة في هذه الدراسة؟

ليس هناك أي مخاطر قد تنجم عن المشاركة في هذه الدراسة، سوف يقوم الباحث جاهدا بالتعامل مع أي احتمال لأخطار غير متوقعة أو أي احساس بعدم الإرتياح للطفل.

جميع المعلومات والبيانات التي تتعلق بهذه الدراسة والتي تظهر هوية ابنكم, سيتم التحفظ عليها بسرية تامة.

حوافز مالية للمشاركين:

لن يدفع لك أو لابنك أي تعويضات أو بدل مصروفات أو حوافز مالية نظير المشاركة في هذه الدراسة.

تكاليف الدراسة:

ليس هناك أي تكاليف مالية لك أو لابنك عند المشاركة في هذه الدراسة.

كيف سيتم حماية خصوصية وهوية ابني إذا وافقنا أن يشارك في التصوير في هذه الدراسة؟

لحماية المعلومات المتعلقة بابنكم وهويته، سيقوم الباحث بفصل اسم ابنكم من أي بيانات تم تجميعها. المقاطع المصورة ستكون متاحة للباحث فقط، وجميعها ستخزن على جهاز كمبيوتر محمي برقم سري. وعند الإنتهاء من الدراسة ونقل كل الحوارات المسجلة على الورق، سيقوم الباحث بالتخلص من المقاطع المصورة (فيديو) نهائياً.

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للاستفسار والتواصل:

إذا كان لديكم أي استفسار بخصوص المشاركة في الدراسة قبل أو أثناء أو بعد انتهاء الدراسة، الرجاء التواصل مع

الباحث الرئيسي: خالد المزوغي:

- علي الإيميل: <khaled.elmezugh@du.edu
- أو علي الهاتف: 0017204992586.
- المشرف المراقب لهذه الدراسة، الاستاذ: كيمبرلي ماكديفيد شميدت، كلية مورجريدج للتربية، جامعة دنفر،

يمكن التواصل معها:

- علي الإيميل: Kimberly.schmidt@du.edu ،أو علي الهاتف: 0013032637214 .

اذا كان لديكم أي اسئلة أو استفسارات عن مشاركتكم بالبحث أو حقوقكم في المشاركة بالبحث، يمكنكم التواصل مع

قسم حماية المشتركين في الأبحاث في جامعة دنفر:

- على الإيميل: IRBAdmin@du.edu .
- أو الاتصال بالهاتف على: 871-2121 (303), للتحدث مع طرف آخر غير الباحث.

خيارات المشاركة:

الرجاء التوقيع في الخيار المناسب في الاسفل:

------------ **اسمح للباحث بتصوير ابني أثناء القيام بالدراسة.**

------------ **لا أسمح للباحث بتصوير ابني أثناء القيام بالدراسة.**

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أنت تتخذ قرار مشاركة ابنكم بالتصوير في الدراسة، توقيعك بالأسفل يعني أنكم قرأتم المعلومات المتاحة في أعلى

هذا النموذج وقررتم الموافقة على المشاركة والتصوير في الدراسة.

اذا قررتم في وقت لاحق بوقف ابنكم عن المشاركة في الدراسة، سوف يكون ذلك ممكناً جداً ومتاحاً وفي أي وقت.

سوف يعطى لكم نسخة من هذا النموذج، الرجاء أخذ الوقت الكافي لقراءة كل المعلومات الواردة في هذا النموذج

حتى يتسنى لكم أخذ قرار مشاركة ابنكم في هذه الدراسة من عدمه.

إذا وافقتم على مشاركة ابنكم في الدراسة والتصوير، الرجاء التوقيع في أسفل الورقة:

توقيع ولي الامر: ....   التاريخ: /   /

الرجاء كتابة اسم الطفل المسموح له بالمشاركة والتصوير في الدراسة:

Assent Form for Participation in Research

Consent Version: 06/15/2020

Assent Form for Participation in Research

Children – Ages 7 – 13

Title of Research Study: Understanding Libyan Teacher's Intentions and Classroom

Practices in Teaching English as a Foreign Language

IRBNet #: 1617546-1

Principal Investigator: Khaled El mezughi PhD candidate

Faculty Sponsor: Kimberly McDavid Schmidt, Clinical Assistant Professor of

Curriculum and Instruction.

Study Site: Virtual Classroom Observation that an assistant teacher will help in setting

and recording the classroom session for three times over a three-week period in order to

understand how lessons are being taught and what teaching method is being used in

teaching English. First, I will be reading this letter to students via zoom in their

classroom, but in case there will not be access to the internet, then parents will read it to

their kids.

We want to tell you about a research study that we are doing. A research study is a way to

learn more about something. In this study, we would like to learn more about teaching

and learning of English as a foreign language. You are being asked to be videotaped

while the class is in progress to see how students work and do during the class session for three times over a three- week period.

You do not have to be in this study. It is up to you. You can say okay now to be in the study and change your mind later. All you have to do is tell us when you want to stop. No one will be upset if you don't want to be in the study or if you change your mind later.

If you agree to join this study, you will only be videotaped three times during the class sessions over a three- week period.

If you choose not to participate in the study, you will be allowed to attend the same class with any other class.

We do not think that you will be hurt or upset during the study.

Your parent or guardian will know that you are in this study. You do not have to be in this study even if your parent or guardian thinks it is a good idea. It is completely up to you.

We will not tell anyone else that you are in this study. You do not have to tell anyone about the study or the activities you do.

Do you have any questions about this study? If you say okay to the study, you can ask questions at any time. Just tell the researcher or your parent/guardian that you have a question. Your parents/guardians have the researchers' phone number to call any time.

If you agree to participate in this research study, please sign below.

Questionnaire for Libyan EFL Teachers

You are invited to participate in a research study entitled: Understanding Libyan Teachers' Intentions and Classroom Practices in Teaching English as a Foreign Language. The purpose of this study is to understand Libyan teachers' intentions and classroom practices in teaching English as a foreign language in Libyan Schools. This study aims to explore and understand English teachers' intentions and classroom practices in teaching English at Janzor Aljadida Primary and Secondary School at Tripoli, Libya, and to understand the reasons behind the difficulties that students encounter when using English in oral situations.

You were selected as a possible participant in this study because you are one of the teachers who is currently teaching English as a foreign language at Janzor Aljadida Primary and Secondary School and your teaching experiences will inform the research. If you decide to participate, please understand your **participation is voluntary** and you have the **right to withdraw and discontinue participating at any time without any penalty or loss of benefits to which you are otherwise entitled**. **The alternative is not to participate**. If you decide to participate, complete the following survey. Your completion of this survey indicates your consent to participate in this research study.

The survey is designed to understand the pedagogical practices of English teachers in teaching English for communicative purposes in the classroom and to explore any

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barriers that may encounter the process of using the Communicative Teaching Method in the classroom.

Completing this survey will take about thirty to forty minutes.

The survey will include personal questions: age, name, date of graduation, place of graduation, and the degree obtained. You will be asked to answer questions about the methods of Teaching English as a Foreign Language currently being used at this school site, and questions about teaching and learning of English language in Libyan contexts. No benefits accrue to you for answering the survey, but your responses will be used to understand the pedagogical practices of teaching English as a foreign language and to explore any barriers that may encounter the process of using the Communicative Teaching Method in the classroom.

There will not be any expected risks to participating in this study. The researcher will attempt to actively mitigate the possibility of unforeseeable risks or discomforts for you in this study.

Any information obtained in connection with this study and that can be identified with you will remain confidential. In addition, your participation in this study is completely voluntary and you can decide to withdraw your participation at any time without penalty. Your decision whether or not to participate will not affect your status or future relationships at the institute (Janzor Aljadida Primary and Secondary School). If you decide to participate, you are free to stop at any time; you may also skip questions if you don't want to answer them or you may choose not to return the survey.

If you have any questions about participating in this research study, either prior to, during, or after your participation, please contact the principal researcher, Khaled El mezughi, at khaled.elmezugh@du.edu or by phone at 001720 4992586. The faculty sponsor overseeing this project is Professor Kimberly McDavid Schmidt, Morgridge College of Education, University of Denver. She may be reached via email at Kimberly.schmidt@du.edu, or by phone at 0013032637214.

If you have any questions or concerns about your research participation or your research participant rights, you may contact the DU Human Research Protections Program by emailing IRBAdmin@du.edu or calling (303) 871-2121 to speak to someone other than the researcher.

All identifiable information (e.g., your name) will be removed from the information collected in this project. After the researcher removes all identifiers, the information may be used for future research or shared with other researchers without your additional informed consent.

De-identified data from this study may be shared with the research community at large to advance knowledge of education. De-identified data from this study may be published in journal articles and books. The researcher will remove or code any personal information (e.g., your name) that could identify you before files are shared with other researchers to ensure that, by current scientific standards and known methods, no one will be able to identify you from the information or samples shared.

By completing the survey, you indicate that you agree to participate in this research study.

الناره للاستشارات

www.manaraa.com

Thank you for your time.

Sincerely,

Principal investigator: Khaled El mezughi, Ph.D. Student

Morgridge College of Education, University of Denver

Faculty Sponsor: Kimberly McDavid Schmidt, Professor of Curriculum and Instruction,

University of Denver.

Section I: General Information

Place of graduation: College of Teachers Training ☐   College of Arts ☐

Others, please specify………………………………………

 Gender: Male ☐   Female ☐

 Number of students in your class: ☐

Students grade: ☐

Total years of teaching English 1-5 ☐   6-10 ☐   11-15 ☐ 1 6-20 ☐   21+ ☐

Section II: Teachers' understanding and perception of the Communicative Teaching

Method (CLM).

Q1-What does the Communicative Teaching Method (CLT) mean to you?

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Q2- What are the teaching methods and strategies do you use in your English classes?

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…
………………………………………………………………………………………………

Q3- Have you received any training about the Communicative Teaching Method (CLT)?

Yes ☐ No ☐

Q4- Do you implement any communicative learner-centered activities in your classroom?

Yes ☐ No ☐ If yes, please select from the following:

Pair work ☐ Group work ☐ Role-play ☐ Problem-solving ☐

Games ☐ Others (please specify) …………………………………………….

Q5- Which of following do you think that might be the difficulties in implementing the

Communicative Teaching Method (CLT) in your classroom.

Please check (✔) the problems that you find relevant to your situation.

Teacher's limited proficiency in spoken English. ☐

Teachers' lack of training in CLT. ☐

Teachers have few opportunities for in-service training in CLT. ☐

Teachers have little time for teaching materials for CLT class. ☐

Lack of authentic teaching materials. ☐

Large classes. ☐

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Insufficient funding, school facilities (few language labs, technology equipment). ☐

Grammar-based examination. ☐

Students' low English proficiency. ☐

Students' resistance to class participation. ☐

Students' resistance because teacher is central and knowledge transmitter. ☐

Using the prescribed book in teaching. ☐

The conflict of doing grammar explanation and error correction. ☐

Focusing on rote memorization and repetition. ☐

Q7- What do you think of the implementation of the CTM for teaching English as a foreign language in your context?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………

Please, feel free to use the space below to report any other difficulties that you encounter in implementing the CLT in your classroom.

………………………………..…………………………………………………………

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Appendix K

Arabic version of Appendix of K

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DENVER

استبيان لمعلمي اللغة الانجليزي في ليبيا

الجزء الاول: معلومات عامة:

مكان التخرج: كلية إعداد المعلمين ☐   كلية الآداب ☐

مكان آخر، الرجاء التحديد: ....

الجنس: دكر ☐   أنثي: ☐

عدد التلاميذ بفصلك: ☐

السنة الدراسية للتلاميذ: ☐

مدة الخبرة في تدريس اللغة الإنجليزية بالسنوات : 1 - 5 ☐   6-10 ☐   11-15 ☐   6-20 ☐   +21

الجزء الثاني: مفهوم طرق التعليم التواصلية لدي معلمي اللغة الانجليزية في ليبيا .

السؤال الأول: ماذا تعني لك طرق التعليم التواصلية؟

....

....

....

السؤال الثاني:

إلى أي مدى تعطي التلاميذ الفرصة للتفاعل والتواصل مع بعضهم البعض أثناء حصتك؟

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السؤال الثالث:

ماهي طرق التدريس التي تتبعها في تدريس اللغة الإنجليزية في فصلك؟

....

....

....

السؤال الرابع:

هل شاركت في أي تدريب في التدريس باستخدام طرق التعليم التواصلية؟

نعم ☐   لا ☐

السؤال الخامس:

هل تستعمل في حصتك طرق التعليم التواصلية بين التلاميذ؟

نعم ☐   لا ☐   إذا كانت الإجابة بنعم، أرجو الإختيار من التالي:

العمل بين تلميذين ☐   العمل بين مجموعة تلاميذ ☐   تأدية دور ☐   حل المشكلات ☐

الألعاب ☐   طرق أخرى (الرجاء تحديدها): ....

السؤال السادس:

أي من الصعوبات التالية تعتقد أنها سبب إعاقة استخدام طرق التعليم التواصلية في فصلك:

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(الرجاء وضع علامة (√) امام العبارة الملائمة):

- قدرة المعلم المحدودة في اللغة الإنجليزية. ( )

- انعدام التدريب الخاص للمعلمين لتطبيق طرق التعليم التواصلية. ( )

- قلة الفرص الممنوحة للمعلمين للتدرب على طرق التعليم التواصلية أثناء الخدمة. ( )

- ليس هناك الوقت الكافي للمعلمين لاستخدام الوسائل المرفقة لطرق التعليم التواصلية. ( )

- أعداد التلاميذ الكبيرة. ( )

- عدم توفر الدعم المالي المناسب، عدم وجود مرافق مدرسية مثل معمل اللغة، والمعدات تقنية. ( )

- الامتحانات ترتكز على النحو والتركيبات اللغوية. ( )

- تدني مستوى التلاميذ في اللغة الإنجليزية. ( )

- عدم رغبة التلاميذ في المشاركة أثناء الحصة. ( )

- الإعتماد على الكتاب المقرر في التدريس. ( )

- التركيز على تصحيح أخطاء التلاميذ مثل الأخطاء النحوية. ( )

- التركيز على حفظ القواعد النحوية عن ظهر قلب. ( )

السؤال السابع:

ماهي وجهة نظرك بخصوص استخدام طرق التعليم التواصلية في تدريس مادة اللغة الإنجليزية كلغة أجنبية في ليبيا؟

....

....

اخيراً، الرجاء استخدام المساحة المتبقية أسفل الورقة لتوضيح أي صعوبات أخرى تواجهك أثناء استخدام طرق التعليم التواصلية في فصلك؟

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Appendix L

Interview Protocol

After a brief reminder about the aim of the study and after considering some ethical issues regarding the selection of the language of the interview and the possibility of recording the interview, the interview will be conducted in this way:

Please feel free to use both your native language and English—using whichever serves your needs best at any given time.

1- Based on your teaching experience, would you please talk about the teaching method you are using in teaching English and Why?

2- Based on your response in the questionnaire, could you please explain to me again what does the Communicative Teaching Method mean to you?

3- How do you consider this teaching method?

4- Could you please give an example of how do you translate these ideas in your teaching instructional and classroom practice?

5- In the light of your experience of teaching this new English curriculum, what difficulties do you encounter in implementing the CTM in your classroom?

6- What is your opinion about using the CTM in helping the students using the language in oral situations?

7- What do you think about the appropriateness of the CTM for teaching English as a foreign language in the Libyan Context?

Lastly, please let me know if you have any questions or you want to add anything

regarding teaching and learning of English in Libyan classrooms?

Thanks for your participation in this study!

Arabic version of Appendix M

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برنامج المقابلة

بعد تقديم أهداف الدراسة للمشارك، والأخذ في الإعتبار الأمور المتعلقة بأخلاقيات البحث، والنظر في اللغة التي سوف

تستعمل أثناء المقابلة وإمكانية تسجيل المقابلة، سوف تجري المقابلة على النحو الاتي:

يمكنكم استعمال اللغة الأم أو اللغة الإنجليزية – حسب رغبة وارتياح المشارك في أي وقت اثناء المقابلة.

1- بناء على خبرتك في التدريس، ماهي طريقة التدريس التي تستعملها أثناء تعليم اللغة الإنجليزية، ولماذا؟

2- بناء على إجابتك للاستبيان، هل يمكنك أن توضح لي مرة أخرى ماذا يعني لك طرق التعليم التواصلية؟

3- ماهي وجهة نظرك نحو هذه الطريقة بالتحديد؟

4- هل لك أن تعطي مثال عن كيفية ترجمة هذه الأفكار سواء أثناء شرح الدرس أو طرق التعلم في الفصل.

5- بناء على خبرتك في تدريس المنهج الإنجليزي الجديد، ما هي الصعوبات التي تواجهك عند استعمال طرق التعليم

التواصلية في فصلك؟

6- ما هي وجهة نظرك في استخدام طرق التعليم التواصلية لمساعدة التلاميذ في استخدام اللغة شفهيا؟

7- ما هي وجهة نظرك في إمكانية استخدام طرق التعليم التواصلية لتدريس اللغة الإنجليزية كلغة أجنبية في ليبيا؟

واخيراً، الرجاء إعلام الباحث إذا كان لديكم أي استفسار أو تريدون إضافة أي معلومة تختص بتدريس وتعلم اللغة

الإنجليزية في ليبيا.

ولكم جزيل الشكر على المشاركة في هذه الدراسة