



University
of Glasgow

Elabbar, Ageila Ali (2011) *An investigation of influences affecting Libyan English as Foreign Language University Teachers (LEFLUTs), teaching approaches in the language classrooms.*
PhD thesis.

<http://theses.gla.ac.uk/2983/>

Copyright and moral rights for this thesis are retained by the author

A copy can be downloaded for personal non-commercial research or study, without prior permission or charge

This thesis cannot be reproduced or quoted extensively from without first obtaining permission in writing from the Author

The content must not be changed in any way or sold commercially in any format or medium without the formal permission of the Author

When referring to this work, full bibliographic details including the author, title, awarding institution and date of the thesis must be given



University of Glasgow

An Investigation of Influences Affecting Libyan English as Foreign Language University Teachers (LEFLUTs), Teaching Approaches in the Language Classrooms

Ageila Ali Elabbar

2011

**Submitted in Fulfilment of the Requirements for the Degree of
Doctor of Philosophy (PhD)**

**School of Education
College of Social Sciences
University of Glasgow**

Dedication

To My Dear Wife ENAS and My Lovely Children Zeinab & Ali

Abstract

In this thesis I aim to investigate the influences affecting the teaching approaches adopted by Libyan English as foreign Language University teachers (LEFLUTs) in language classrooms. The thesis explores the context in which LEFLUTs work in terms of the opportunities and challenges of teaching English in Libyan universities. In particular, the concept of two generations of teachers, Older Generation Teachers (OGTs) and Newer Generation Teachers (NGTs), resulting from significant political and cultural shifts in attitudes to the English speaking world that have occurred in Libya in recent times, is critically examined. The perceptions of teachers in one university in Libya were analysed through their responses to a series of scenarios presenting typical problems encountered by EFL teachers in the classroom. The scenarios were designed to elicit their interpretation of the situation, the kinds of knowledge and experience they drew upon and the pedagogical strategies they might employ to deal with the situation. In addition to scenarios, semi-structured interviews enabled the respondents to develop and expand on their interpretations. The design and use of scenarios represents an innovative approach to research in the Libyan context where very little work has been done to try to understand how teachers make sense of their practice and how they negotiate the challenges of the political and cultural context. The investigation of the influences affecting LEFLUTs has drawn upon the work of Shulman on the different forms of knowledge required in teaching and the absence of a well developed body of pedagogical content knowledge within the LEFLUTs community is discussed. The need for more opportunities for initial and continuing professional development (CPD), raised in the interviews is set within the context of typology of CPD that emphasises the benefits of working within a community of practice, and an approach to professional development through action research is proposed. The overarching theoretical framework for the thesis is social constructivism both in terms of understanding the dynamic influencing how the LEFLUTs make sense of their experience and also in the proposals for developing an approach to CPD.

Table of Contents

Abstract.....	3
Table of Contents	4
List of Tables.....	9
List of Figures.....	10
Acknowledgement.....	11
Author's Declaration	12
Abbreviations Used.....	13
1. Introduction.....	14
1.1. Libyan Context: The Problem.....	14
1.2. Aspects of the Investigation and the Research Questions	15
1.3. The Research Issues	16
1.4. The Research Theoretical Framework: Epistemology and Social Constructivism	16
1.5. Significance of the Research.....	19
1.6. Organisation of the Thesis.....	19
2. Background to the Study: Education Policy in Libya	21
2.1. Introduction	21
2.2. Libya.....	21
2.2.1. Libyan Occupation.....	23
2.2.2. Recent Upheavals in Libya.....	24
2.2.2. Brief History of Libyan Education	25
2.3. The Education Scheme in Libya	28
2.3.1. High Schools.....	29
2.3.2. Universities.....	30
2.3.3. Difference between School and University Systems.....	31
2.3.4. Top-Down Approach for Universities Management	32
2.3.5. Top-down Political Instructions	32
2.3.6. Top-down Educational Instructions.....	32
2.4. Education Policy: Schools and Universities	33
2.5. EFL in Libya: Brief History.....	34
2.5.1. English Curriculum in Libya	36
2.6. Chapter Summary.....	37
3. EFL in Libya: Theories of Learning Influence Choices of Teaching and Planning Lessons.....	38
3.1. Introduction	38
3.2. Dominant Teaching Approaches among LEFLUTs.....	38
3.3. Grammar Translation Method: Brief Background	39
3.3.1. Characteristics of the Grammar Translation Method	40
3.3.2. Teachers and learners of the Grammar Translation Method.....	42
3.3.3. Grammar Translation Method in the Libyan EFL Context	42
3.4. Direct Method: Brief Background.....	43
3.4.1. Characteristics of the Direct Method.....	44
3.4.2. Direct Method in the Libyan EFL Context.....	45
3.5. Audio-lingual Method: Brief Background	47
3.5.1. Characteristics of the Audio-lingual Method	48
3.5.2. Techniques of the Audio-lingual Method.....	48
3.5.3. Audio-lingual Method in the Libyan EFL Context	49
3.6. Communicative Method/Approach: Brief Background.....	50
3.6.1. Characteristics of the Communicative Method	51

3.6.2.	Communicative Approach in the Libyan EFL Context	52
3.7.	EFL Teaching and Teachers at the University of X.....	53
3.7.1.	Libyan Old Generation Teachers (OGTs)	53
3.7.2.	Libyan New Generation Teachers (NGTs)	54
3.8.	Chapter Summary.....	55
4.	Teachers' Knowledge and Professional Development	57
4.1.	Introduction	57
4.1.1.	Teachers' Knowledge and Progress	58
4.1.2.	What is Teachers' Knowledge?	58
4.1.3.	Types of Teachers' Knowledge	60
	Subject Matter Knowledge (Content Knowledge)	60
	Pedagogical and Practical Knowledge	61
	Teachers' Knowledge of Learning Theories.....	63
	Teachers' Knowledge of Curricula	63
	Teachers' Knowledge of Students' Learning.....	64
	Teachers' knowledge and Social Activities	66
4.1.4.	Shulman's Pedagogical Content Knowledge (PCK)	67
4.1.5.	Basics of PCK.....	67
4.1.6.	Development of the PCK Idea	70
4.2.	Continuing Professional Development (CPD)	73
4.2.1.	Process of CPD: School Teachers.....	74
4.2.2.	CPD in the Higher Education.....	76
4.2.3.	Strategies for CPD.....	77
4.2.4.	Applications of CPD	78
4.2.5.	Transmission Type.....	79
	Training Model	79
	Award-Bearing Model.....	80
	The Deficit Model.....	81
	Cascade Model	81
4.2.6.	Transitional Type.....	82
	Standards-Based Model	82
	Coaching/Mentoring Model	83
	Community of Practice Model	84
4.2.7.	Transformational Type	85
	Transformative Model.....	85
	Action Research Model	87
	Action Research.....	87
	Labels and Processes of Action Research	88
	Form of Action Research	90
	Action Research as a CPD model	91
4.2.8.	EFL Teacher Training and CPD in Libya	92
4.3.	Relationship between PCK, CPD and Action Research	93
4.4.	Chapter Summary.....	94
5.	Chapter Five: Methodology of the Investigation	95
5.1.	Introduction	95
5.2.	Qualitative Method of Research	95
5.3.	Reliability, Validity and trustworthiness in Qualitative Research	96
5.3.1.	Consideration of other Research Tools.....	98
5.4.	Research Tools	99
5.4.1.	Scenarios	99
5.4.2.	Semi-structured Interviews	102
5.5.	The Research Participants.....	103

5.6.	Data Collection.....	104
5.7.	Ethical Issues and Positionality	104
5.8.	Research Difficulties and Notes	105
5.9.	Data Analysis	107
5.10.	Chapter Summary	108
6.	Data Analysis and Findings for the Scenarios and Interviews	109
6.1.	Introduction	109
6.2.	Scenario Analysis	109
6.2.1.	Phase 1: Initial Investigation of Scenario Responses	109
	Example of the Phase One Findings: Listening & Pronunciation lesson ..	110
	Another Example of the Phase One Findings: Linguistics lesson	114
	Emergence of Three Groups in this Phase of Analysis.....	116
6.2.2.	Phase 2: Further Evidence of Similarity and Difference.....	118
	Example of the Phase Two Findings: Passive and Active Voice lesson ...	118
	Identification of the four themes - with examples	119
	Another Example of the Phase Two Findings: Writing lesson	123
6.2.3.	Phase 3: Evidence of Teaching Model	127
	Examples of the Phase Three Findings: Reading and Vocabulary Lesson.	128
	Teachers who can be characterised as using traditional Libyan models	128
	Teachers who can be characterised as using a more interactive or communicative model	130
6.2.4.	Phase 4: Evidence of Types of Knowledge.....	134
	Example: Knowledge 1 Content Knowledge	135
	Example: Knowledge 2 General pedagogical knowledge.....	135
	Example: Knowledge 3 Curriculum Knowledge.....	136
	Example: Knowledge 4 Pedagogical content knowledge (PCK)	138
	Example: Knowledge 5 Knowledge of Learners	139
	Example: Knowledge 6 Knowledge of Educational Contexts and Philosophies	140
6.2.5.	Phase 5: Is it the teacher or the scenario? The source of the problem	141
	Examples of the Phase Five Findings	141
6.3.	Interview Analysis	142
6.3.1.	The interview Questions	143
6.3.2.	Situational Difficulties.....	144
	Poor knowledge and skill development of the University	144
	The University and the department's facilities.....	145
	Top down approach and management	146
	Teaching Difficulties: large number of students.....	147
	Teachers' Specialisation and Views.....	148
	Poor Motivation and Collaboration among Teachers	149
	Cultural Influence on EFL Teaching.....	149
	Students' Culture of Learning: Learning Styles	150
	Summary of the Difficulties Faced by Teachers: Findings.....	151
6.3.3.	Activities the Teachers are Looking For	152
6.3.4.	Teachers' Suggestions and Recommendations	153
6.4.	Chapter Summary.....	154
7.	Discussion and Implications	155
7.1.	Introduction	155
7.2.	Research Question 1: What are the Difficulties faced by Libyan University EFL teachers?	155

7.2.1.	Knowledge and Skills Development within the University.....	156
7.2.2.	Top down Approach, Faculty and Department Facilities and resources, such as the internet, books, and PowerPoint.....	157
7.2.3.	The Large Number of Students within the Department	159
7.2.4.	The Academic Atmosphere, Motivation and Collaboration among Teachers.....	160
7.3.	Research Question 2: To what Extent are the Difficulties faced by Libyan University EFL teachers' Consequences of Views, Beliefs/Culture and Concepts of Learning?.....	161
7.3.1.	Their Beliefs/Culture of being qualified for Teaching.....	162
7.3.2.	EFL Teaching and Learning: Their Culture/Belief Impacts.....	164
7.3.3.	Age and Gender's Influence	167
7.3.4.	Impact of Age	167
7.3.5.	The Impact of Gender	169
7.4.	Research Question 3: What are the Implications of the Development of an Approach to CPD?	170
	The Research Implications	171
7.5.	Conclusion	173
8.	Conclusions and Recommendations	175
8.1.	Introduction	175
8.2.	Summary of the Research Aim and Main Questions.....	175
8.3.	Chapters' Summary.....	175
8.4.	Summary of the Main Research Findings and Implications	176
8.4.1.	Summary Findings: overall research findings	176
8.5.	Research Final Thoughts: Contribution.....	177
8.6.	Researcher's Recommendations.....	178
8.7.	Suggestions for Future Research	180
1.1.1.	Suggestions for the Next Researchers.....	180
1.1.2.	Suggested Topics	180
9.	Bibliography	181
10.	Appendices	213
	Appendix A1: the Scenarios and Responses.....	214
	Scenario One: Listening & Pronunciation Lesson	214
	A1.1. Scenario One: Responses	215
	Scenario Two: Passive and Active Voice (Grammar)	218
	A1.2. Scenario Two: Responses.....	219
	Scenario3: Writing Lesson.....	222
	A1.3. Scenario Three: Responses.....	223
	Scenario 4: Linguistics	225
	A1.4. Scenario Four: Responses	226
	Scenario 5: Reading and Vocabulary.....	228
	A1.5. Scenario Five: Responses.....	229
	Scenario 6: Grammar (revision)	232
	A1.6. Scenario Six: Responses	233
	Appendix A2: Tables Used for Scenarios	234
	A2.1 Evidence of the Stage 2 analysis (Interpretations of teachers' responses)	234
	A2.2. Phase 3.....	235
	A2.3 Evidence of the 6 Kinds of Knowledge Affecting Teachers' Responses	238
	A2.3.1. three Groups of Participants (OGTs & NGTs) emerged from the phase 1 analysis	239

A2.4 Overview of the Kind of Knowledge TS drew on in their Responses	240
A2.5. Participants' Areas of Interest and Specialties	243
Appendix B: Interview Responses	244
Interview with M1	246
Interview with M2	248
Interview with M3	250
Interview with M4	252
Interview with M5	253
Interview with M6	254
Interview with M7	255
Interview with M8	256
Interview with M9	257
Interview with F10.....	258
Interview with F11.....	259
Interview with F12.....	261
Interview with F13.....	262
Interview with M14	263
Interview with F15.....	264
Interview with F16.....	265
Interview with M17	266
Interview with F18.....	267
Appendix B2: Summary Table of the Activities the Teachers are looking for	268

List of Tables

Table 1: Summary of the Growth of the Libyan Education.....	26
Table 2: Number of Schools and Institutes in Libya in 2007	27
Table 3: Stages of Education in Libya	28
Table 4: Transformational CPD from the National CPD Team in Scotland	87
Table 5: Participants' Profiles.....	103
Table 6: Interpretations of teachers' responses.....	126

List of Figures

Figure 1: Map of Libya	22
Figure 2: Shulman's Ideas in Picture	69
Figure 3: Shulman's Six Categories of PCK	71
Figure 4: Guskey's Model of Professional Development	75
Figure 5: Models of CPD	79
Figure 6: Process of Action Research	90

Acknowledgement

First of all, I am forever thankful to my God (Allah) who has given me the ability to complete my study. My thanks to my mother **Zeinab** and my father **Ali Elabbar**, as well as my Father in law Mr. **Mohammed Elwahishi** who supported me through my research journey. Also, I am grateful to my home institution, the University of Garyounis (Benghazi/east Libya), for nominating me to carry out research, to the Ministry of Higher Education for providing sponsorship and to the Cultural Affairs Office at the Libyan People's Bureau for administering the sponsorship.

This thesis would not have been possible without the help and support of many Individuals; I would especially like to thank the following people.

Professor Vivienne Baumfeild & Dr.Esther Daborn for their expert guidance, invaluable advice and unfailing support. I particularly appreciate their meticulous attention to detail, their patience in explaining things in the simplest terms and for their swiftness in providing feedback to assignments.

All the University of Glasgow staff members particularly Mrs. **Myrtle Porch**, all my office mates particularly Mrs. **Gail Goulet & Vanessa.A.R**, for their support, hospitality, help and kindness during my PhD study.

My bothers **Feras & Ahmed** and my sisters **W, F, R, H**, and sister -in law **R** for the emails, online chat, prayers and support which helped keep me sane during this three year journey.

Author's Declaration

I declare that, except where explicit reference is made to the contribution of others, that this

Dissertation is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.

Signature _____

Printed name _____”

Abbreviations Used

CK Content Knowledge

CPD Continuing professional development

EFL English as Foreign Language

FLT Foreign Language Teaching

LEFLUTs Libyan English as Foreign Language University Teachers

NGT New generation Teachers

OGT Old generation Teachers

PCK Pedagogical Content Knowledge

PK Pedagogical Knowledge

Ts teachers

1. Introduction

Teachers are the conveyers of ideas, practices, and they are the source of knowledge to their learners. Libyan EFL university teachers (LEFLUTs) are doing that in a language that is not their language to students to whom it is not their language, at the same time as they are doing it in a difficult cultural context. Teachers are constrained, as teaching is an activity in which the extent to which the teacher can decide what they are going to do is limited because of the way that things are decided. EFL teachers may have extra issues and constraints in that they cannot use a lot of the techniques that teachers of other subjects use. This is because they have to work in a language that is not native to the learners. Then, if the teacher is not a native speaker either, it will be another constraint. Libyan English as a Foreign Language University Teachers (LEFLUTs) may have additional constraints than, for example, an Italian teacher teaching English to Italian students. These constraints may come from their cultural context, such as the impact of Libyan community, teachers' age and gender, also the political context which has influenced the way that LEFLUTs teach and deal with the foreign language. In other words, LEFLUTs are restricted by the wall of culture, political interference, and their subject and how to teach it. Thus if we seek to offer support, we need to explore in details the influences affecting their teaching approaches in the language classrooms. It may then be possible to suggest a way or an approach of professional development to work within these constraints.

1.1. Libyan Context: The Problem

Numerous studies in many different sectors of education have focused on areas related to teachers and teaching practices, such as teachers' knowledge, interpretations, beliefs, cultural situations, as well as how these areas are related to each other theoretically. Despite this, teaching is a practical activity, and in order to be a teacher you need to be very practical. Also, as a teacher, you have to find a way of using theory in practice of language teaching. This means that you undertake activities with a community of other teachers. Because people do not learn in isolation, but as active members of society

(Wilson 1999). What a person learns and how they make sense of that knowledge depends on where and when they are learning, such as the social context (p.172). Libyan teachers learned to be Libyan teachers in a particular social context, using a particular kind of knowledge at a particular time, therefore their practices are socially constructed. The practices of Libyan teachers teaching English as a foreign language at the university level can be seen as constructed from their cultural background, views on learning and teaching, and the kind of education they have received: theoretical knowledge about the language and practical knowledge about the teaching. They are a product of the way learning is managed in the university context. These problems are exacerbated by the top down approach of faculty and departmental control; these managers (in this context of belief and culture) consider university teachers already qualified enough to teach any subject. This managerial expectation puts pressure on these teachers to perform, without providing the necessary training and professional support. Therefore, this research aims to explore the implications for supporting the LEFLUTs to overcome their difficulties.

1.2. Aspects of the Investigation and the Research Questions

This research will explore what kinds of knowledge LEFLUTs have, background information on Libyan education system, policy, training, and English curriculum. It investigates how LEFLUTs are prepared and how they teach EFL in terms of their views on learning and teaching methods. Also, this research will go through the challenges faced by the LEFLUTs arising from their existing culture and beliefs of teaching. It will also go through the challenges of the university management within faculty and department. The following research questions cover the main research concerns:

- 1. What are the difficulties faced by Libyan university EFL teachers?**
- 2. To what extent are the difficulties faced by Libyan university EFL teachers' consequences of views, beliefs/culture and concepts of learning?**

3. What are the implications for the development of an approach to CPD?

1.3. The Research Issues

In the search for possible theoretical solutions for the problems in Libya which come from teachers' education, teachers' knowledge and their cultural context, this research uncovers a variety of related issues. To explore these issues, the following resources have been found useful: social constructivism as a theoretical framework for understanding teaching and learning, theories of teachers' knowledge - especially in terms of the pedagogical content knowledge (PCK) and the six categories of teachers' knowledge established by Shulman (1986-87), Kennedy's taxonomies of Continuing Professional Development (CPD) - and its models such as action research, and theories and methods of teaching EFL - such as the communicative approach and the grammar translation method. Discussion of the theory of social constructivism follows, with a brief link to the related theories of teachers' knowledge and CPD. The latter two are discussed in detail in chapter four and this discussion highlights their value for this research. Theories and methods of teaching EFL are discussed in detail in chapter three.

1.4. The Research Theoretical Framework: Epistemology and Social Constructivism

It is the epistemology of social constructivism which makes it attractive in exploring the main research issues among LEFLUTs, as it provides a very good basis to explore the context of learning (how teachers learn), teaching (how teachers teach) and teachers' education (how their knowledge is developed). Kincheloe & Tobin (2005) demonstrate that other epistemological approaches which hold that knowledge does not depend on social interaction would be less useful here: "Rejecting hyperrationalistic notions that there is a monolithic knowable world explained by positivistic science, an epistemology of complexity views the cosmos as a human construction - a social creation" (p.14). The use of social constructivism to investigate such issues relating teacher education and teacher knowledge has been studied by several researchers.

Myles (1988) pointed out that social constructivism provides a “psycholinguistic explanation” for how learning can be promoted effectively through interactive pedagogical practices. This emphasises that learning takes place in a socio-cultural environment and views learners as “active constructors of their own learning environment” (p.162). Vygotsky (1978) showed that learning occurs through dialogue (p.50). Von Glasersfeld (1989) explained that the process of knowing has social interaction at its roots: an “individual's knowledge of the world is bound to personal experiences and is mediated through interaction (language) with others; thus, learning from a social constructivist perspective is an active process involving others” (p.136). Brooks and Brooks (1993) claimed that “social constructivism is not a theory about teaching... it is a theory about knowledge and learning... the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, non-objective” (p.7).

Schwedt (2001) and Schram (2003) both showed that peoples’ interpretations of phenomena are not always subjective; we sum up our interpretations, constantly comparing and constricting them with reference to those of other people. It can be said that the interpretation of phenomena is basically inter-subjective (p.33). Hawkins (2004) pointed out that, because a social constructivist approach is based on the premise that teachers’ knowledge is a socially constructed experiential entity, teachers’ education needs to involve the process of negotiation among teachers (p.77).

Gergen (1994) stated that Vygotsky’s social constructivism emphasises that knowledge is constructed through interaction in the social world. It abandons the traditional views and introduces a new range of theoretical departures and shared values, as opposed to individualist values (p.59). Also, Woolfolk (2001) showed that social constructivism provides a learning atmosphere in which group discussion, social negotiation, “inquiry, reciprocal teaching, humanistic education, computers, and hypermedia are utilised” (p.89). Au (1990) pointed out that a social constructivist approach to teacher education necessitates teachers’ educators to develop awareness-based activities through which the process of negotiation among teachers can be supported. Teachers can share ideas and views about English learning and teaching, reflect upon their

interpretations and perspectives and possibly generate some changes in their teaching practice (p.275).

LEFLUTs have a lack of professional interaction among teachers, because of the cultural influences that limit their relationships. In the light of social constructivism, this lack impacts on their professional knowledge. Freeman (2004) stated that teachers' knowledge is the central activity of teacher education and "any improvements in the professional preparation of teachers... need to be learned". It is therefore significant to organise appropriate development programmes (p.89). Hedgcock (2002) showed that non-native EFL teachers need to have greater teachers' knowledge as they also need to meet the language competence and proficiency requirements to be effective teachers, which could be achieved through professional development activities (p.230). Also, Tsui (2003) stated that the impact of teachers' beliefs and culture might influence their practice, knowledge and classroom actions (methodologies).

LEFLUTs also have a lack of teacher training. Due to the above-mentioned constraints, LEFLUTs may not have the appropriate development programmes or training activities which enable them to develop their knowledge. Rodrigues (2004) defined continuing professional development (CPD) as "any process or activities that provides added value to the capability of the professional through the increase in knowledge, skills and personal qualities necessary for the appropriate execution of professional and technical duties, often termed competence" (p.11) and Kennedy (2005) suggested that "CPD can be structured and organised in a number of different ways, and for a number of different reasons" (p.236).

1.5. Significance of the Research

The significance of this research is that, in the light of the above discussion on social constructivism and its applications, it will investigate LEFLUTs decision-making, their views and opinions and the difficulties that they face. It will also investigate the kinds of knowledge such as content knowledge, pedagogical knowledge and practical knowledge that LEFLUTs have.

This will in turn enable the identification of an appropriate model of CPD for the LEFLUTs - which has not been undertaken before.

1.6. Organisation of the Thesis

This thesis is organised into eight chapters:

- Chapter one presents a brief overview of the problem, issues arising, theoretical framework, the significance of the research, and the research questions.
- Chapter two gives an overview of Libya as country, its occupations, recent upheavals educational history, and identifies aspects of cultural context: (A) Difficulties which influence teachers' knowledge and education. (B) Cultural influences shaping views about teaching and learning. (C) influences of Education Management in Libya
- Chapter three presents the theories of learning that influence in terms of choices of teaching, particularly the theoretical methods that are in use in the Libyan EFL teaching and learning context. This to show how the cultural context shapes approaches in the language classrooms.
- Chapter four explores aspects of teachers' knowledge to be investigated drawing on Shulman, types of teachers' knowledge, pedagogical content knowledge (PCK), continuing professional development (CPD), CPD models, and Action Research as a model of CPD.

- Chapter five outlines research approach, development of the research tools, research participants' methodological steps, difficulties and ethical issues.
- Chapter six presents the procedures for data analysis, and the findings of the scenarios and interviews (main research tools).
- Chapter seven brings together the results from both the scenarios and interviews and discusses the findings by returning to the main research questions.
- Chapter eight presents conclusion and recommendations.

2. Background to the Study: Education Policy in Libya

2.1. Introduction

This chapter presents a brief historical overview of Libya and its educational and cultural contexts, in the light of the theoretical framework of social constructivism, to cover teacher education, knowledge and development. First it presents brief information about the profile of Libya. It then outlines the significant educational structures, such as schools and universities, in terms of the differing knowledge and social situations of teachers and students, using various sources. In addition, it outlines the existing policies, the management approach and the educational changes and upheavals that have taken place in the country. Finally, it discusses the cultural context in terms of: (A) difficulties faced by educators, (B) cultural influences on educators, (C) impact on educators of education management shaping views about teaching and learning. The aim of this chapter is to build a clear picture of education in Libya, particularly the teaching and learning of EFL, in order to link the research plan (finding a supportive application for further development among LEFLUTs) to the real context in Libya.

2.2. Libya

Libya is an Arabic country located in North Africa between four Arabic countries: Egypt, Tunisia, Algeria and Sudan. Vandewall (2006) showed that the population of Libya is approximately 6.5 million, the majority of whom live mainly in the north of the country. It is the fourth largest country on the African continent. It has a Mediterranean Sea coast line of about 1,900 kilometres. Libya is a large country with an area of about 1.8 million square kilometres, which is seven times the size of the United Kingdom (pp.5-7).

Agnaia (1996) pointed out that Libya is a bi-lingual country, with the languages spoken being Arabic and Berber. People who speak Berber are a minority, living in the cities of Zuwara and Yefren (western mountains of Libya), who speak their language among themselves and pass it on to their children. Arabic, however, is the only official language in Libya and it also the language used in the educational system, which is not the same as the various dialects spoken in different parts of Libya. Thus, when students enter schools, Arabic-speaking children are exposed to a language which is different from their everyday dialect (pp.8-10).



Figure 1: Map of Libya

2.2.1.. *Libyan Occupation*

According to the Department of Foreign Information (1991) in its history “Libya was subjected to many foreign occupations: the Ottoman Empire’s long occupation (1551-1911)”, the Italians invaded Libyan territory in 1911; in 1912, “the Turkish signed the ‘Ouchy’ treaty with Italy, leaving the Libyan people to face a ‘harsh colonial destiny’. They resisted the invading force for more than twenty years”. At the end of 1943, the British entered Libya and established a military government in the country (p.33). Also the Department of Foreign Information (1991) pointed out that then the French entered the southern region of Libya in 1944 and established military rule. In 1951, the independence of the country was acknowledged through the United Nations, and the Libyan government was established as a Kingdom” (p.35- 36). Country Studies (1987) reported that in 1953, Libya “formalised its relations with Britain under the Anglo-Libyan treaty of friendship and alliance”. This agreement gave the British land and transport facilities for military purposes in exchange for aid. Oil exploration in Libya began in 1955 and oil was first exported in 1961. The discovery of oil transformed Libya from a relatively poor country to one of the wealthiest.

However, “popular resentment grew as wealth was increasingly accumulated in the hands of the leaders. Ultimately, “the bloodless Al-Fatah revolution, led by Colonel Muammar Al-Qaddafi on 1st September 1969, toppled the Kingdom and a revised constitution was established” (p.33). Also the Country Studies (1987) reported that the British and American military bases in Libya were closed in March and June of 1970, respectively. By 1971, libraries and cultural centres operated by foreign governments, including the British Council office, were also ordered to close. In 1973, Mummer El-Gaddafi announced the start of a "cultural revolution" in educational institutions. 1977 was the beginning of "people's power" where authority was handed down to the people through the General People's Congress (p.34). Williston(2001) showed that, in the 1980's , El Gaddafi became an enemy of the United States. This happened when he supported terrorist groups and even sponsored terrorist actions in Europe such as the Pan Am 103 and the West Berlin Discotheque incidents. On the other hand, the fall of the Soviet Union left Gaddafi and Libya rejected internationally. After a decade

of economic stagnation and international isolation, Gaddafi began a program of *rapprochement* with the West - beginning in 2003 when he agreed to end the Libyan Nuclear Weapons program. Since then, many Western leaders have visited Libya to welcome Gaddafi back into the “good graces” of the West (p.2-3).

2.2.2. Recent Upheavals in Libya

In conjunction with the existing youth movements in the Middle East, known as “the Arab Spring”, and after the deposition of the Tunisian and Egyptian Presidents, a frustration that had been building in Libya started to emerge. Wilson (2011:2-5) pointed out that Libya, like many countries in the region, has a huge youth population and few economic opportunities. “Coupled with the Gaddafi’s regime nepotism and oppression”, small protests occurred in Benghazi, the second biggest city in Libya in the east of the country, after a human rights activist was detained. When police tried to restrain these demonstrations, they only grew larger, attracting more people on to the streets. The situation changed massively when the protests were put down violently by the police between the 16th and 18th of February; a battle “erupted” in Benghazi in which the primary Libyan Army base was overtaken.

The most important event after this was the defection of Libyan Army units to the protestors, after being ordered to fire on the protestors. From this early success, the protests grew in intensity and in violence. Gaddafi, unable to trust his Army, hired a “brigade’s worth (6000 men) of sub-Saharan African mercenaries”. On top of that, he ordered ground attack jet fighters and helicopter gunships to massacre the protestors in Benghazi. Though many were killed, the city was overtaken on 20th February and the pro-Gaddafi loyalists were driven out. This early stage was marked by defections from Gaddafi’s inner circle, including his second in command. Mass defections occurred after this violence, including 2 LAF Jets to Malta and ambassadors and diplomatic groups in countries like the United States, India and Jordan. Subsequent to the Benghazi victory, the protestors also took over Tobruk, Derna, Goba, ELMarej and Al Bayda, which are major eastern cities (Wilson: 2011:2-5). Shaw (2011) added that more defections then took place, as many Libyan Army Units defected *en masse* to the protestors, bringing their guns and ammunition with them, as well

as two Navy frigates which defected to Malta. As the east of Libya was “liberated”, the protests spread to Misratah and Tripoli itself, Libya's capital and Gaddafi's stronghold. Misratah fell to the protestors but, “brutal action by Gaddafi Loyalists, mercenaries and militiamen have allowed him to retain control of his capital”. Reports from Tripoli suggest a massive display of violence towards the opposition and the possibility that war crimes have been committed (p.6).

Walid (2011) showed that the UN has now begun negotiations to implement sanctions .The Arab league has suspended Libya and begun talks with the African Union about imposing a no-fly zone over Libya. The US has repositioned naval assets, including the USS Enterprise, USS Kearsage and USS Ponce, into the area. The USS Enterprise and USS Kearsage carry fighter aircraft and helicopters that could be used to enforce a no-fly zone. European Union leaders have also started to debate possible military action. Britain and the Netherlands currently have naval assets off the coast of Libya in the form of two destroyers (p.16-17). By the 20th of August 2011, a dramatic development started to happen in Libya, as the revolutionaries (represented by the National Transitional Council) from many Libyan cities such as Benghazi, Musratah, the Western Mountain as well as revolutionaries from Tripoli itself, marched to the Gaddafi main compound (presidential palace) in Tripoli. This marching toppled the Libyan dictatorship period which continued for 42 years. Finally, it is important to point out that the battles between the Libyan revolutionaries, NATO and Gaddafi's (who fled) remaining forces are still continuing in some cities loyal to him. These events are still exist at the time of writing this thesis (OCT 2011) and no one can predict what will happen next.

2.2.2. Brief History of Libyan Education

According to Yousif *et al* (1996), in 1951, a UNESCO Commission came to Libya to report and to make suggestions about education. They stated that there were “only 29 primary schools in the capital city of Libya (Tripoli) and only one in the other major city (Zawiya). There was one teacher training centre for women in Tripoli (Toruneav, 1952).

The primary school system in Tripoli was based on the Egyptian syllabus, and the upper primary school system followed the Italian school curriculum.” Education was given no priority at all under these periods of occupation. During the period of Kingdom, all Libyans were guaranteed the right to education at school at all levels, but education was not compulsory. In September 1969 there was a major revolution led by Colonel Mummer Qaddafi, who remains in power, which “altered things quite dramatically”. This revolution led to many positive steps in Libya and “education started to grow at an enormous rate (presented in Table 1), alongside huge economical, political, and social changes in the country” (pp.77-79). There is additional development (statistically) in this regard between 2004 and 2010; because of the poor resources, I have learned this information personally from some educational officials.

Table 1: Summary of the Growth of the Libyan Education

Years	Numbers	Literacy
1951	34,000	Population literacy 20%
1962	150,000	Female literacy 6%
1969	360,000	Not found
1977	980,000	Overall literacy 51%, female 31%
1986	1,245,000	Literacy: 54% male, 46% female
2004	1,477,000	Literacy: 92% male, 72% female

(Adapted from Rajab, 2007)

Khalifa (2002) pointed out that the since the Constitution of 1969 (which was changed in 2 March 1977), “Libyans are guaranteed the right to education. Primary and high schools were established all over the country, and old Quranic schools that had been closed during the struggle of independence were reactivated and new ones established, lending a heavy religious perspective to Libyan education”. The educational programme suffered from a limited curriculum, a lack of qualified teachers and a marked tendency to learn by rote rather than by reasoning. Libya's population of approximately 6.5 million now includes 1.7 million students (p.79). Yousif *et al* (1996,) also pointed out that just during the period 1973 to 1985, “the size of the school and universities population doubled, females in the student population increasing by 130 percent, compared with 80 percent for males” (p.82). Furthermore, Chapin

(1987) showed that the first Libyan university was established in Benghazi (East Libya) in 1955 and there are “presently nine universities” and seven higher learning institutes, including training and vocational schools (p.19). Teferra (2004) explained that in 2003 there were over 140,000 students enrolled in Libyan universities (p.25). El-Hawat, (2006) pointed out that in 2002 there were nearly 5,000 students at the Master’s level, 49 at the Doctoral level and 580 enrolled in medical schools (p.213). The following table (table 2) gives more detail about the number of students, universities, schools and institutes in Libya according to the 2007 statistics.

Table 2: Number of Schools and Institutes in Libya in 2007

Indicator	Total
Public schools	4,000
Private schools	2,555
Technical	1,066
International	15
Kindergartens and nurseries for pre-school children	1,250
Elementary students	838,395
Preparatory students	273,391
Secondary students	120,000
Specialist secondary schools	280,000
Public (national) universities	9 universities and 15,443 university teachers.
Private universities	56
Private institutes	255
Technical	50
International	10
University students	246,000

(Adapted from Hamdy, 2007)

Sawani (2009) argued that the rising number of students and schools has not been accompanied by an advance in the preparation of teachers, which would help teachers to deal with this developing number of students and institutes (p.59).

2.3. The Education Scheme in Libya

The structure of Libyan education is divided into two main structures: the school system and the university system. El-Hawat (2006) reports that elementary school in Libya consists of six years, followed by three years of junior high and three years of high school. The secondary school system is divided into two main specialties, Arts and Sciences, comprising six areas of specialization. Libyan school officials view education as “the path to human and technological development and progress” and they are implementing changes to the system to keep pace with the modernization and globalization that is part of modern Libyan society. The creation of two types of secondary school is one example of this, as this new system was started in 2004, and another is the creation of universities based on students’ specialisations (pp.207-208). The following table shows the current stages of education in Libya by stage, years, ages and period.

Table 3: Stages of Education in Libya

Stage	Years	Ages	Period
Primary	1-6	6-12	6 years
Middle	7-9	12-15	3 years
High schools	10-13	15-18	3 years (used to be 4)
University	13-17	18-22	4 years

(Adapted from Rajab, 2007)

Rajab (2007) also pointed out that the “majority of children in Libya attend state schools for the compulsory education stages (besides English language), involving primary and middle school. The compulsory stage has been extended to the end of High School. There are examinations at the end of each year and students who pass will proceed to the next year of study”. Also the students’ performance in examinations (national exams) at High School determines entry to university or college (p.77).

2.3.1. High Schools

International Association of Universities (IAU) (2009) explained that there are a number of types of school: general high schools (Science, Technology and Arts sections), specialised high school and intermediate “vocational” centres. In 1996-97, it was decided to create high schools specialised in Basic Sciences, Economics, Biology, Arts and Media, Social Sciences and Engineering. To pass their examinations, students must pass every year during the four years. The fourth year is concluded with a national examination organised at the level of the whole country. The period of high school is a “decisive phase in the student's career”. It also includes the “later stages of adolescence which can affect greatly the student's attitude” (pp.33-35).

However, Hamdy (2007) explained that from 2006 the period of study in specialised high schools was shortened to last three years instead of four years; so the national examinations (the end of high schools) were taken at the end of the third year instead of the fourth year. School teachers are restricted by the Committee of Higher Education (Ministry of Education) in all aspects, such as training organisations (rarely enforced), curricula, time, exams, policy, inspectors, and administration. Because teachers are required just to apply the directive which the ministry produces, without any involvement, this system has (to some extent) produced low level teachers and poor awareness of effective outcomes. In addition, the “unplanned changes of curriculums and structures (changed four times in 10 years) of the whole school system without paying attention to teachers’ preparations caused an ‘enormous’ impact on the schools system.” (pp.55-59).

In other words, within the space of ten years (between 2000 and 2010), the school system and structure went through unplanned changes and modifications of curricula, specialisations, national exams (such as years of study) all of which presented challenges for school teachers and students.

2.3.2. Universities

El-Hawat (2003) reported that, according to the Committee of Higher Education instructions, since 1990 all the universities in Libya require a score of 65% or better in the national schools examination. Some faculties, such as medicine and engineering, require scores exceeding 75% for admission. Students who have an average below 65% are admitted to higher training and vocational institutes. Students from specialised high school are strongly encouraged to continue their field of specialism at the tertiary level (for example medicine, engineering, and economics). “Consistent with other countries, degrees are awarded at bachelors, masters and doctorate levels. Libyan universities contain three major disciplines”. These disciplines are Arts, Science, Technology and Medicine. Graduation from a Faculty of Arts takes four years, Science takes five years and Medicine takes between five and seven years.

“Thus, the university sector has been transformed from a single, state-run multipurpose university into a decentralised group of generalist and specialised universities. Also, there appears to be an imbalance between the number of students enrolled in the humanities and arts, and those in sciences and technology”
(El-Hawat 2003:pp.395-397).

However, Gadour (2006) argued that the Libyan students moving from school to university face several learning and educational struggles and changes; for example, teaching and learning management at university is completely different to the school system, which can be seen in the large numbers of students, learning systems and teaching methodologies (p.170).

2.3.3. *Difference between School and University Systems*

Gadour (2006:p173-175) pointed out that differences between school and university system can be clearly seen in the following points:

A. curriculum management and design: curricula for all schools are arranged by the Committee of Higher Education; while at universities the syllabus for each course is arranged by individuals.

B. teacher training programmes: to some extent, school teachers (who must have a university degree) are provided with training policy (according to the Ministry Constitution) which is usually arranged in the summer time. However university teachers are left without a training policy or arrangements. This may be a result of cultural factors.

C. student numbers: students moving from schools to universities spend a long time learning to cope with the large classes (90 to 130 students in each university class) instead of the smaller number of students at schools (35 to 45 in each school class).

D. teaching methods: school teachers are restricted to using teachers' books which show all the steps and methodologies of teaching and inspectors who observe the teachers' activities, but university teachers are left to their own understanding and make their own decisions regarding teaching.

In other words, in the school system students are used to following a nationwide system of learning. For instance, students who specialise in social science (such as EFL) have to learn from particular, arranged and linked-up curricula during their high school period, with the aim of preparing students to complete this specialisation at university. However, when they come to universities, they find what they learn there is not linked to what they have learned at school. This transition between teaching and learning styles occurs when school managers, teachers and students are restricted by a national administration, while at universities, teachers and students are based on individuals' managements.

Also, at the universities, most teachers are given materials or syllabuses by their faculties and departments managers, which are usually chosen according to personal preference rather than due to a linked up system or philosophy. Moreover, at national universities the management of faculties, positions, teaching and teachers is arranged from the top down, which is another challenge facing the transition of management and administration between schools and universities. The following points illustrate the forms of administration and management used at the university level in Libya.

2.3.4. Top-Down Approach for Universities Management

Latiwish (2003) divided the Libyan top-down management into two main elements: top-down political instructions and top down educational instructions:

2.3.5. Top-down Political Instructions

Political instructions come from the government, and sometimes even from the leader, Qaddafi's, office. They choose heads and deans of universities and faculties, as the Committee of Higher Education and the universities have no authority to even suggest candidates for these positions. The Committee of Higher Education has the responsibility for organising the political instructions, such as those to employ or to cancel teachers' contracts, and normal education management. This system has been in place for more than 40 years and it became a part of the traditional Libyan employment system (Latiwish: pp.22-23).

2.3.6. Top-down Educational Instructions

Latiwish (2003) also highlighted that the Committee of Higher Education provides a list of normal policies for universities, such as the start and end dates of academic years, faculty entrance scores, and authorising university heads and deans to the other academic managements (p.25). El-Hawat (2003) showed that this method of management has increased the gap between departments, faculties and the university. Some faculty deans try to apply their own perspectives and beliefs of managing their faculties, such as choosing department heads for personal or social reasons.

Also, some heads of departments require their teachers to follow their perspectives of choosing materials and methods of teaching and even managing exams (p.382).

2.4. Education Policy: Schools and Universities

The Libyan Education Authority (1995, p.109) showed that the Libyan government provides policy statements detailing the aims of the school; for example the “curriculum must cover all the activities in a school designed to promote the moral, cultural, intellectual and physical development of students, and must prepare them for the opportunities, responsibilities and experiences of life and society”. However, El-Hawat (2006, p.215) highlighted that in the university education system the education authority simply authorise their national university managers to apply whatever policy they personally feel is most suitable; this particular point has caused differences between universities and even faculties.

The following is a statement prepared for schools by the Libyan Education Authority (1995, pp.110-111) and translated into English:

- Build knowledge and skills which enable children to understand a wide range of concepts and apply this understanding in appropriate ways.
- Ensure that appropriate provision is made for all children to achieve their full potential.
- Develop positive attitudes to learning in an environment which will preserve self-esteem and confidence.
- Develop as wide a variety as possible of all curriculum skills and knowledge necessary for everyday life.
- Develop a positive attitude to physical activity through participation in activities which promote confidence and self-esteem.

- Work in partnership with parents and the community to enable children to gain the maximum benefits from their environment.

Vandewall (2006) argued that, “while educational development is still a priority for the government, the educational programmes in Libya suffer from limited and changeable curricula, a lack of qualified teachers (especially Libyan teachers), and a strong tendency to learn by rote rather than by reasoning, a characteristic of Arab education in general. Nonetheless, education is already free at all levels, and students receive a substantial stipend (pp.40-41).” In other words, the existing change in curriculum and poor development activities influenced the teachers’ way of teaching and even their knowledge of dealing with such changeable materials.

2.5. EFL in Libya: Brief History

Teaching and learning of English as a foreign language in Libya has gone through several stages, Sawani (2009:p.5-10) pointed out that during the 1970s and until the mid-1980s learning English was a compulsory component of the Libyan schools and universities. However, in 1986, teaching and learning of English were completely cancelled. This was due to the political forces which deeply influenced the educational system at that time. This in turn meant the teachers of English were made “jobless or otherwise had to teach other subjects such as history and geography”.

At that time students were unaware of the problem until they finished their secondary school and became university students where their failure to study many subjects in English became evident.

“After a while the Libyan educationalists realised the fault and determined to incorporate English in the curriculum again. They decided not only that English must be taught, but that other languages must also be learned even at the very early stages of the learning process. When English was welcomed back at school again teachers who were once teaching English became unable to teach it”.

Also, Sawani (2009) pointed out that some of those teachers (English teachers who became unable to teach English) practiced a programme called in Arabic *Tageer Masar in Libya* (which means “change of direction or specialty”) to teach other subjects such as history, mathematics or geography in primary and secondary schools. Therefore, some of those teachers preferred to stay where they were and not return to their original specialty (p.11).

Moreover, Gadour (2006) pointed out that the introduction of new textbooks integrated cultural aspects of the English language that required the application of new teaching methodologies. This created an obstacle in the teaching learning environment because “many teachers have forgotten the English language, but culturally they have to teach it” There were only a few teachers left who were still capable of teaching languages, particularly English (p.180). However, IAU (2009) showed that those teachers who struggled during the cancelation of English were often given opportunities to take scholarships to renew their English skills overseas, either in short courses or by taking a degree, such as an MA or PhD (p.35). This particular point is one of the causes of the two evidently different generations of teachers in Libya.

Also, Gadour (2006) showed that to deal with this problem, programmes for training school-level teachers of English were designed, but the local educational culture prevalent among teachers and learners had led to nothing ,because Libyan teachers of English had been accustomed to using old methodologies and to materials which were solely built on Libyan culture. In addition, the generation of students who graduated during the time when English was not being taught are still limited in their ability to take advantage of existing opportunities with western countries, such as work opportunities at foreign companies in Libya (pp.180-182).

The IAU (2009) showed that after the welcoming of English, the Committee of Higher Education arranged a massive scholarship programme abroad to allow more than 72,000 teachers and students to get MAs and PhDs from different western countries, such as the UK and the USA, from 1999 to 2009. Scholarships had also been offered for graduate students and teachers before 1986 but there were very few scholarships from 1991 to 1999 (only 1,733). This reopening of scholarships (after 1999) created two generations of teachers (p.36).

2.5.1. English Curriculum in Libya

Orafi (2009) comments that the new English curriculum for students is “embodied” in a series of course books called *English for Libya*. Course books at different levels and specialisations are structured in a similar way: “each unit has sections dedicated to reading, vocabulary and grammar, functional use of language, listening, speaking and writing”. The wider scope of this curriculum was an obvious departure from its predecessor, where functional language use, listening and speaking had not been addressed and many current school teachers completely ignored teaching listening and speaking to their students. This was for many reasons - such as poor facilities within schools, poor preparation for teachers to teach listening and speaking, and many inspectors thinking that speaking and listening will be achieved automatically (pp.244-245).

Sawani (2009) showed that teaching English at the university level has no fixed curriculum. For example, the head of the English department at any university is responsible for preparing general English materials to be taught in the other faculties, such as economics, engineering, and science. The English department at any university is also responsible for creating course outlines for its teachers, who are then free to choose whatever curriculums they like. This particular point causes curricula with no particular system or standardisation, even between teachers in same department. In other words, the English curricula at the school level are completely organised and evaluated by the education authority. In universities, on the other hand, there are no fixed or arranged curricula for students to learn by, particularly in English departments which are led by persons not by policy (p.15-16).

However, Latiwish (2003) explained that a new generation of teachers (see 3.2.1) has started using well-known curricula and materials, such as those of Headway or *Oxford*, in order to teach general English in the other departments. This new generation believes in the importance of adequate materials in the teaching and learning processes (p.19).

2.6. Chapter Summary

In the light of the research aims and related issues mentioned in chapter one, this chapter presented a brief historical overview of Libya and its educational and cultural contexts. It outlined the country's significant educational structures, policies, top-down approach within the university, the changes and upheavals that have taken place recently and their impacts on LEFLUTs. It showed the situation of teaching and learning EFL at school and university levels in Libya. Also, in light of the theoretical framework, this chapter aimed to build an overall picture of the educational, cultural and political conditions faced by Libyan teachers, particularly LEFLUTs. This chapter also raised an important issues and challenges to explore, for example the cultural influences among LEFLUTs such as age and gender and the background knowledge of Libyan teachers. Also, it brought up the top-down influences of faculty and departmental control, the training policies and temporary abolition of the English language which produced two generations of teachers: OGTs & NGTs. These issues may have strong impacts on LEFLUTs' outcomes of teaching. The following chapter (chapter three) presents the theories of learning that influence in terms of choices of teaching, particularly the theoretical methods that are in use in the Libyan EFL teaching and learning context. This is to show how the cultural context shapes approaches in the language classrooms.

3. EFL in Libya: Theories of Learning Influence Choices of Teaching and Planning Lessons

3.1. Introduction

In the light of the research aspects of investigation (such as how LEFLUTs teach) and according to the theory of social constructivism, this chapter will present the potential range of attitudes in Libya regarding teaching EFL based on the educational, cultural and political factors presented in Chapter Two. As mentioned in that chapter, some of these factors, such as the suspension of English teaching, have produced two generations of teachers: those learning to teach before suspension (old generation teachers, OGTs), and those becoming teachers afterwards (new generation teachers, NGTs). In particular, this chapter will discuss the ideas of how languages are learned and the teaching practice among LEFLUTs who come from different backgrounds or generations or have different knowledge and perspectives. This chapter therefore considers the range of approaches that can demonstrate the influences on theory and practice among OGT and NGT LEFLUTs in terms of beliefs, backgrounds, culture. It will illuminate the potential differences at University between OGTs and NGTs, differences which have been affected or indeed produced by the Libyan education system discussed in Chapter Two.

3.2. Dominant Teaching Approaches among LEFLUTs

The dominant methods of language teaching among LEFLUTs are Libyan versions of the Grammar Translation Method, the Direct Method, the Audio-Lingual Method and a Communicative Approach. Some LEFLUTs may interpret these approaches in their own way, some teachers mix them while others may use just one. In this thesis I am interested in finding the teachers' views on why they may prefer one method over another. Is it to do with the Libyan context in that some methods are more suited to the beliefs and attitudes of the Libyan teachers than others, or is it the way that people learn Arabic that favours a specific approach

to language learning when learning English? Is it perhaps to do with the age and the generation that the teacher belongs to?

Also, in my thesis I am interested in investigating the extent to which LEFLUTs (OGTs and NGTs) apply such theories and methods in Libya and to what extent this application is influenced by globalisation of knowledge, new ideas of teaching English and also their beliefs and attitudes to teaching. It is possible that some of them have experienced different ways of learning in other educational contexts which have had an influence on their choices of teaching methods or actions. Based on when these teachers were educated, it should be possible to anticipate which theories and approaches are likely to be favoured by OGTs and which by NGTs. The following sections will discuss each approach in detail to see how it tends to be applied to the Libyan EFL context.

3.3. Grammar Translation Method: Brief Background

The Grammar Translation Method is one of the oldest and most commonly used methods in language teaching settings, and the following description makes clear the features that make it useful to the Libyan context. Burns (1996) stated that the Grammar Translation Method has its historical start in the teaching of Latin - which was the main language in universities, public services and “intellectual” life in general, from medieval times up to the 20th century. Knowledge of Latin was needed for the study of the Bible and for academic purposes like the study of medical books and legal documents. In Latin studies, the focus was, therefore, on the study of written texts. “Knowledge of Latin distinguished ‘educated people’ from ordinary folks. Study of the canon of classical texts from well-known ancient authors like Ovid and Cicero was considered morally and aesthetically edifying and superior to anything which study of modern languages could afford” (pp. 291-292).

3.3.1. *Characteristics of the Grammar Translation Method*

Widdowson (1990) showed that, in the late 19th century, the Grammar Translation Method was mainly used for political, economic, services, and other practical purposes. Some people suggested that in public schools the study of modern languages like French and English should be introduced, “it stood beyond question that their teaching had to be based on the methods used for the study of Latin. Also, studying a foreign language was considered to be an intellectual exercise, and the analysis of complicated grammatical constructions and the translation of rows of isolated sentences in both directions were the test by which students could be shamed or show their superior cognitive abilities”, (pp. 91-92).

Harvey (1985) pointed out that this method allowed for learning a foreign language through constant rapid translation of sentences from the target language into the learner’s first language and vice versa. Correct translations of written texts require (1) “knowledge of a vast amount of vocabulary”, and (2) “knowledge of rules of grammar which allow learners to analyse and understand the construction of target language sentences, thus preventing their misinterpretation”. Word by word translations were [not?] accepted because students could [not?] demonstrate that they understood the grammatical construction underlying a specific sentence by using them (pp. 184-185).

Brown (2000) summarised some of the major characteristics of the Grammar Translation Method as follows: (1) “Classes are taught in the mother tongue with little active use of the target language” (2) “Much vocabulary is taught in the form of lists of isolated words” (3) “Long elaborate explanations of the intricacies of grammar are given” (4) “Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words” (5) “Reading of difficult classical texts is begun early” (6) “Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis” (7) “Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue” (8) “Little or no attention is given to pronunciation” (pp. 15-17).

Moreover, Ellis et al. (2006) point out that it is typical of the Grammar Translation Method, therefore, to set emphasis on drilling, rote memory learning of long lists of bilingual ‘vocabulary equations’, and on the learning of clear rules of grammar - commonly in form of tables for the “declension and conjugation of nouns and verbs”. Also, students who failed to do translations correctly were therefore blamed for being either not intelligent or “lazy” or both. In any event, “errors were to not be tolerated”. And because many teachers believe, up to this day, that “learning a foreign language means learning to translate sentences from the mother tongue into the target language and vice versa, this approach to FLT still has its adherents” (p. 345).

The Grammar translation approach tends to be supported by the behaviouristic view of learning, through copying behaviours, repetition and rote learning. The famous behaviourist, Skinner (1957), described this theory: “The basic processes and relations which give verbal behaviour its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions, recent work has shown that the methods can be extended to human behaviour without serious modifications” (p. 3).

Miller (2003) pointed out that the behaviouristic learning was achieved “through habit-formation based on a model of imitation, reinforcement and repetition where the student is asked to imitate, is reinforced by positive response and is thus encouraged to repeat the same action in real life” (p. 142). George (1999) describes Behaviourism as a “developmental theory that measures observable behaviours produced by a learner’s response to stimuli”. Responses to stimuli can be reinforced with positive or negative feedback to condition required behaviours. The behaviourist is not concerned with how or why knowledge is obtained, but rather if the correct response is given, as learning is defined as nothing more than the acquisition of new behaviour (p.15).

3.3.2. *Teachers and learners of the Grammar Translation Method*

Richards et al (2002) mention that Grammar Translation Method learners are required to learn the grammar rules and vocabulary of the target language. It is deductively taught, where learners are provided with the grammar rules and examples, told to memorise them and then are asked to apply the rules to other examples (p.176). Felder & Henriques (1995) stated that many EFL settings teach and learn English deductively, which “comes from inductive reasoning stating that a reasoning progression proceeds from particulars such as observations, measurements, or data to generalities such as rules, laws, concepts or theories”, and the vocabulary introduced in long word lists which were memorised by rote learning (p. 25).

Sanz (2004) showed that the Grammar Translation Method provides learners with explicit information before or during exposure to second language (L2) input, by means of either grammatical explanation or negative evidence in the form of corrective feedback. However, this approach has produced a host of students who are grammatically competent but communicatively incompetent (pp. 40-41).

3.3.3. *Grammar Translation Method in the Libyan EFL Context*

Reza et al. (2007) showed that in many foreign settings and countries, such as Libyan EFL, the Grammar Translation Method is still considered as the best way of teaching and learning English as it satisfies the existing culture of learning in Libya, such as the teacher-centred, silent classrooms discussed in Chapter Two. Also, Arab students in general and Libyan students in particular are acclimatised to such methods of teaching and learning since they are used to learning the Quran and some famous poems by memorisation and low interaction. This approach indicates that there is predominance among teachers of the view that learning a language is best done following a behaviourist paradigm. Although there is no clear policy of teaching at University level (see 2.4) which stipulates exact methods or theories (pp. 136-138), it is assumed that everyone is familiar with the required approach.

Latiwish (2003) explained that learning English as a foreign language in Libya is viewed as a matter of mastering grammatical rules and vocabulary, and many English language curricula and accompanying course books are designed to promote this by memorisation. Many Libyan teachers (both OGTs and NGTs) are also influenced by particular beliefs/culture of learning as in the traditional Libyan classroom, where teachers have more control over students' interaction and contribution in the classroom. (pp. 37-38). In other words, the grammar translation method is applied in the Libyan EFL context for two main reasons:

- A lot of Libyan EFL teachers had themselves been taught using some aspects of grammar translation method during their learning journeys, such as the traditional approaches to learning the Quran, old Arabic poems and some national sayings.
- Students' learning styles, which were influenced by quiet and weak interaction with teachers.

This research is interested in investigating the extent of the tendency of both groups of LEFLUTs to use the GTM and the reasons for this tendency. Is it because they (OGTs or NGTs) think teaching through memorisation and translation is the best way of learning English? Or is it because of the effects of the teachers' generations and beliefs? Or does the number of students in their classrooms encourage teachers, both OGT & NGT, to adopt such a method?

3.4. Direct Method: Brief Background

Butzkamm (2003) pointed out that the Direct Method, which "refrains" from using learners' native language and just uses target language, was established in Germany and France at the end of the 19th century. This was known as the 'new reform' at that time and the more general goal of this method was to provide learners with a practically useful knowledge of language. They should learn to speak and understand the target language in everyday situations. The historical background requiring a new approach to the teaching of modern languages such as French and English had both socio-economic and scientific aspects. On the social and economic level the industrialisation of western European countries

created a demand for practically useful knowledge in subjects like mathematics, physics and modern languages (Butzkamm : 34-35).

3.4.1. *Characteristics of the Direct Method*

Several researchers and scholars show that the direct method is used occasionally in the Libyan context. This is surprising as the following description of features shows that it requires confidence in language proficiency. Nunan (2004) pointed out that the characteristic features of the 20th Century version of the Direct Method are teaching vocabulary through “pantomiming”, “realia” and other visuals, teaching grammar through an inductive approach, i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language. It focuses on the centrality of spoken language, i.e. a native-like pronunciation; focus on question-answer patterns and seeing the teacher as the point of reference for accuracy (p. 265). Lindsay et al. (2006) mentioned that “Direct Method was an important step forward - the use of the target language as the language of instruction underpins a lot of teaching today. Its aims are only speaking, reading, understanding and having good pronunciation. The learners are encouraged to speak, but not forced, writing is postponed as much as possible” (p. 17).

Crawford (2004) assumed that the teaching methods suggested by this method followed logically from the emphasis on providing a supportive knowledge of target knowledge, since that can only be developed by the direct use of the target language in class. Rather than forcing learners to “accumulate abstract knowledge” about rules of grammar, “declensions and conjugations”, with translations as a test of knowledge, researchers recommended that the target language should be learnt like children learn their first language, which is by using it in class (pp. 10-11).

Larsen-Freeman (2000) pointed out that there are some current procedures that are closely associated with the Direct Method: (A). “Reading aloud, in which students take turns reading sections of a passage, play, or dialogue out loud”. (B). “Question and answer exercise, in which students are asked questions and answer in full sentences only in the target language, so that they practice new words and grammatical structures”. (C). “Conversation practice, in which the teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly”. (D). “Getting students to self-correct, in which the teacher has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied” (pp. 30-32). On the other hand, Richards and Rodgers (2001) argue that the Direct Method requires teachers who are native speakers, as it depends on the teacher’s skill rather than on a textbook. It avoids using the students’ language, which results in a waste of time to get new concepts across. It also overlooks teaching grammar as it focuses on vocabulary acquisition (p. 48).

3.4.2. Direct Method in the Libyan EFL Context

Suleiman (2003) showed that the Direct Method is widely understood but rarely used among many Arabic teachers of EFL. This means that teachers may talk about it, but not use it. If anyone uses it, it is likely to be NGTs who do so because this method requires complete use of the target language between teachers and their students. Some teachers of EFL prefer using their first language (Arabic) within their classrooms for two reasons; the first reason is the existing teaching and learning styles, which tend to less speaking and interaction within classrooms and students are just receivers of their teachers’ instructions. The second reason is the teachers’ performance of using the target language, as many Arab EFL teachers are taught by the Grammar Translation Method, which reduces their speaking performance (p. 44).

Latiwish (2003) showed that some Libyan teachers try to encourage their students towards further use of the target language during their classes particularly at the specialised classes (advanced level-English department) as part of their compulsory work. Also, because of worldwide globalisation, many current university students have more open to different ways of doing things, which encouraged several interested teachers to try different and effective methods such as the Direct Method (pp. 45-46). As Sawani (2009:p. 16-18) argued, the Direct Method at Libyan universities is rarely used, which is because of several influences:

- Most of the EFL classes at the Libyan universities consist of very large numbers of students, which constrain or reduce applying the activities of such a method.
- The students themselves are used to receiving information, memorising it and preparing themselves for exams rather than using a discovery (interactive) learning method.
- Most of the teachers' selected materials are based on grammatical construction and structure rather than classrooms actions, such as involving students in classroom interaction.
- Teachers' and learners beliefs and culture of learning lend themselves to weak interaction and effectiveness within classrooms, which may reduce any activities of using the target language (explained in chapter seven).
- Teachers who are applying such methods might face sensitive issues, such as gender, as Libyan students study in mixed gender groups at universities, which is another limit of the direct and inductive methodologies since a male teacher will find it hard helping or discussing an issue with female students.
- Many Libyan students, particularly females, prefer being silent and shy away from any loud or practical activities. In other words, Libyan EFL culture and style of teaching and learning is influenced by the traditional

Libyan way of teaching and learning English such as the Grammar Translation Method or its concepts, where teachers are the central source of information as students are used to having L1 help during most of their EFL classes. Also, many Libyan classrooms might be influenced by many cultural boundaries that constrain several activities of the Direct Method.

3.5. Audio-lingual Method: Brief Background

This section explains features of audio-lingual to show how it links with the audio lingual approach used in the Libyan context. Bygate (2000: 36) pointed out that the last four decades of the 20th century saw a phenomenal increase in global communication, as people displayed an “intense” and “abiding” interest in modern languages. Dissatisfaction with the traditional methods, their “validity”, and “adequacy”, especially with their treatment of spoken language, led to the birth of the Audio-lingual Method, which is based on the aural-oral approach.

Brown et al. (1998: 229) showed that the Audio-lingual Method was commonly used in the USA and other countries in the 1950's and 1960's and is still used in some programs today. This method is based on the “philosophies of behavioural psychology”. It adapted many of the principles of the Direct Method, in part as a reaction to the lack of speaking skills of the ‘reading’ or grammar translation approach. This method incorporated many of the features of the earlier Direct Method, but it added the concepts of teaching “linguistic patterns” in combination with “habit forming”. Nunan (2000) also showed that the “Audio-lingual Method was, in fact, the first approach which could be said to have developed a ‘technology’ of teaching, using language laboratories, and based on ‘scientific’ principles”(p. 229).

3.5.1. *Characteristics of the Audio-lingual Method*

The characteristics of the Audio-Lingual teaching methods represent a combination of structural linguistics and behaviourist theories. Liu and Shu (2007) pointed out that its psychological basis is behaviourism, which interprets language learning in terms of “stimulus” and “response”, “operant” “conditioning” and “reinforcement”, with an emphasis on successful “error-free learning”. It presumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are jointed, from phoneme to morpheme to word to phrase to sentence. As such, it was characterised by the separation of the skills - listening, speaking, reading, and writing - and the primacy of audio-lingual over the graphic skills.

This method uses dialogue as the chief means of presenting the language and stresses certain practice techniques, such as “pattern” “drills”, “mimicry” and so on. Listening and speaking were brought into the centre of the stage in this method, tape recordings, and language laboratory drills are offered in practice (Liu and Shu: pp. 70-71). However, Spolsky (1989) argued that this method was blamed for not developing the ability to carry on spontaneous conversations, a goal it had not originally predicted (p. 289).

3.5.2. *Techniques of the Audio-lingual Method*

Freeman et al. (2000: 45-50) explained in-depth some common or typical techniques connected with the Audio-lingual Method. For example:

(1) “Dialogue memorisation”, where students memorise an opening dialogue using imitation and applied role-playing.

(2) “Backward Build-up (Expansion Drill)” where the teacher breaks a line into several parts and students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, “adding each part in sequence”.

(3) “Repetition drill” where students repeat teacher’s model as “quickly” and “accurately” as possible.

(4) “Chain drill”, where students ask and answer each other one by one in a circular chain around the classroom.

(5) “Transformation drill”, where the teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement or an active sentence to be turned into negative statement and so on.

(6) “Question and Answer drill”, where students should answer or ask questions very quickly.

(7) “Complete the dialogue”, where selected words are erased from a line in the dialogue-students must find and insert.

However, Hadley (2000) showed that “some drawbacks of the Audio-lingual Method failed to deliver what it had promised: bilingual speakers at the end of the instruction. It also did not take into account the students various learning styles and preferences” (p. 77-78).

3.5.3. Audio-lingual Method in the Libyan EFL Context

The Audio-lingual Method is generally used in the EFL Libyan context. Imssalem (2001) mentioned that many LEFLUTs (both OGT or NGT) and even students tend to prefer learning through drilling, memorising and repeating activities practically - such as grammatical patterns, long words and even memorising long reading paragraphs (p. 46). Sawani (2009) also showed that the use of the Audio-lingual Method served some of the Libyan teachers’ attitudes towards learning, as many teachers of larger groups of students prefer drilling most of their provided activities - even reading and grammar patterns (pp. 21-22).

However, Latiwish (2003) argued that some in contrast to OGTs, some NGTs who are aware of the criticism of such methods may try to modify or integrate some aspects of Audio-lingual Method such as drilling and memorisation, part of Libyan learning styles, to other modern methods such as communicative method (p.40).

3.6. Communicative Method/Approach: Brief Background

Hedge (2000) explained that the Communicative Approach emerged in the early 1970s as a result of the work of the Council of Europe experts. It focuses on the notion of 'communicative competence', derived from Hymes development of the theme of 'competence' from Chomsky in the 1960s. Chomsky advanced the two notions of "competence" and "performance", which Hymes developed into "communicative competence" - which refers to the "psychological", "cultural" and "social rules" that control the use of speech (pp. 11-12).

Lindsay (2006:21) points out that it could be said that the communicative method is the product of educators and linguists who had not been satisfied with the Audio-lingual Method and the Grammar Translation Method "as these methods put little, if any, emphasis on the ability to communicate or interact". However, Richards & Rogers (1986) argue that "Communicative Language Teaching is best considered as an approach rather than a method" (p. 50). Also, Rogers (2001) explained that within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas these approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom (pp. 9-10). This research investigates the extent to which some LEFLUTs have different views on applying this variety of ways in their classrooms and what challenges teachers may expect in doing so.

3.6.1. *Characteristics of the Communicative Method*

Widdowson (1990) showed that the communicative approach “concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined not in terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform” (p. 159).

Richards & Rogers (1986) pointed out that the theory of teaching underlying the “Communicative Approach is “holistic” rather than “behaviouristic”. It starts from a theory of language as communication, which implies knowledge of the grammatical system as well as performance” (p. 49). Also, Aqel (2006) explained that the aim of this approach is to prepare learners for “meaningful communication, where errors are tolerated”. The range of exercise types and activities compatible with a communicative approach is unlimited and tends to be linked to the constructivist theory of learning.

George (1999: 16-17) pointed out that “Constructivism is basically a theory -- based on observation and scientific study about “how people learn”. “It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences”. In other words the learners are information constructors, as people actively construct or create their own subjective representations of objective reality. This new information is linked to prior knowledge, thus mental representations are subjective. Moreover, it is not assumed in the communicative approach that the teacher is the centre of all classroom activities since the emphasis is on a learner-centred approach to language learning (p. 22). Lantolf (2000) called the communicative methodology and constructivist theory of learning “activity theories”, as teachers and learners must interact with sources of ideas/knowledge in social settings, in the sense that they should take an active part in reconstructing ideas/knowledge within their own minds (pp. 12-13). The implications of this approach for the Libyan EFL context are explored in the following section.

3.6.2. *Communicative Approach in the Libyan EFL Context*

Firstly, Imssalem (2001) pointed out that the problem with this kind of language teaching is that it is an approach, not a method as “methods are fixed teaching systems whereas approaches form the theory and leave the teaching system to the creativity and innovation of the teacher” (p. 41). It does not give enough guidance to the teacher. Also, as shown in section 2.2, many Libyan teachers and students of EFL are influenced by the silent culture of learning, which may limit its use.

Sawani (2009) pointed out that applying such an approach will not be easy in the Libyan teaching and learning context due to various factors:

- (A) Most teachers of EFL use silent methods such as the Grammar Translation Method.
- (B) Poor teacher training programmes do not support/inform teachers with the latest techniques and theories of EFL teaching.
- (C) Teachers’ overall proficiencies tend to be low.
- (E) The existing learning styles and students’ cultural background do not favour the Communicative Approach (p. 23).

In other words, the use of such an approach in the Libyan EFL context is influenced by several factors, which might be complicated for teachers and even students of EFL.

However, (Orafi 2009: pp. 245-246) showed that, nowadays, teaching and learning through the Communicative Approach started to emerge widely at many classes, mostly private classes run by some NGT or OGT teachers. Also, the existing globalisation of contacts and private business in Libya may enable this emergence further. It will be interesting to see which groups in this sample use it, or say they use it.

Latiwish (2003) pointed out that some NGTs are trying to shift their learners' attitudes from teacher centred to student centred, as this shift is clearly seen at many private English schools in Libya as well as at some university classes (p. 46). Based on these points above, this research investigates the extent to which both kinds of teacher (OGTs or NGTs) apply or do not apply such methods in the Libyan EFL context, and why. Is it because some teachers believe that this way is more helpful for students? Is it because of some teachers' knowledge of teaching or that they cannot apply it because of a large number of students? Or is it because of some of the teachers' views and backgrounds in teaching and learning? The following section highlights more about the LEFLUTs in their two generations: OGT and NGT teachers.

3.7. EFL Teaching and Teachers at the University of X

The University of X has seen the clear impact of the educational situation and circumstances, such as the suspension of English teaching and the unplanned changes to curricula at the school and university levels. Latiwish (2003) pointed out that because of these impacts, the LEFLUTs at the University of X could be divided into two generations: teachers who have been teaching at the university for more than 18 years are considered to be old generation teachers (**OGTs**), while teachers who have been teaching for less than 15 years are considered to be new generation teachers (**NGTs**) (p.23). In other words, because of the LEFLUTs' unique circumstances such as the suspension of English and interchangeable management they have been through, two different generations of teachers (OGT & NGT) emerged clearly at the University of X.

3.7.1. *Libyan Old Generation Teachers (OGTs)*

Latiwish (2003: (p.25) pointed out that teachers who have been teaching at university for more than 18 years could be considered as old generation teachers (OGT). As a consequence of the political and cultural reasons and its impact on teachers' developments, most of the OGT are still using their own methods of teaching and administration and their own choice of materials for a very long time. Some of them maintain their old perspective of teacher-centred and

student-level measurement, while ignoring the use of modern teaching facilities such as labs, PowerPoint, emails and the internet. This way of teaching reflects a belief of how teaching and learning should be, as their beliefs and perspectives would not have changed or developed).

In this point, I am interested in investigating the extent to which some OGT teachers may suggest methodologies that are based on their knowledge of the modern facilities and diversity of ideas towards different teaching situations. Conversely, some other OGTs may show an influence of their beliefs and background knowledge of teacher-centred and level measurement. These differences could also highlight their opportunities of developments or obtaining knowledge.

3.7.2. Libyan New Generation Teachers (NGTs)

As presented in chapter two, the Libya Committee of Higher Education has sent thousands of students to study abroad, which has produced a new generation of teachers (NGTs). Latiwish (2003: (p.26-27) also pointed out that the majority of the new generation teachers (NGT) have been taught by the OGT during their undergraduate studies. Then, after the wide re-opening to the West in 1999, most of the NGT got a chance to complete their MAs/PhDs abroad. Those teachers have therefore experienced different ways and schools of learning to how they learnt at universities. Some of the NGT are still facing difficulties in applying their new experiences with their students due to the OGTs administration and control. This control remains strong at most university faculties and is supported by the government, which might reduce the NGTs' abilities to implement their strategies .I am interested in investigating the extent to which NGTs may face challenges in applying what they have learned abroad and also in finding out the extent of the relationship between OGTs and NGTs.

Notwithstanding the points above, Latiwish (2003) explained that some OGT and managers have been implicitly guided to accept development in their qualities and beliefs of teaching to cope with the current Libyan situation. Furthermore, most current university students are encountering the new developments of

internet access, international schools and globalisation of knowledge which require well-skilled teachers. This encounter has started to help NGTs to interact with their students. Even some interested OGTs are now interested in developing their teaching skills and interacting with modern knowledge and with the NGTs. In addition, new ways of teaching and learning English have become easy to learn, even outside universities, in places such as private English schools or institutes, which have also helped the NGTs to interact with their students (Latiwish :p.28-30). IAU (2009: p.39) also mentioned that teaching and learning EFL is offered in numerous places in Libya, such as the British Council, the private sector, oil industry institutes and in business activities.

3.8. Chapter Summary

This chapter has demonstrated the relationship between cultural beliefs, theories of learning, the social constructivist point of view and the practice of teaching. It demonstrated how theories of language learning and methods of teaching are likely to be applied in the Libyan context, particularly those such as the Grammar Translation Method, still in use in Libyan EFL teaching. It discussed the learning context and its applications by teachers. It also tried to show the potential distinction between the approaches of Libyan OGTs and NGTs. It built a debate about the extent to which LEFLUTs (both OGTs and NGTs) might choose one particular method over another, for example, the extent to which teachers use the Arabic language instead of the target language in their classrooms and why. Is it because of their level of English language? Is it because of some teachers' views or beliefs regarding the teaching of English? Is it because of their knowledge and experience of the teaching methods? Or is it because of students' learning styles?

As many teachers of EFL (both OGTs and NGTs) may use methods interchangeably, picking and choosing different approaches and methods, the results may appear theoretically disconnected. This chapter has set the scene for investigating the challenges that LEFLUTs may face when preferring one method or approach of teaching over another. Is it because one or some of these methods may include drilling or memorisation, or even interaction or practical activities? Or is it because of the teachers' knowledge and practice of language

teaching and learning? In addition, the chapter highlighted the potential differences between OGTs and NGTs at the University who may be affected and indeed produced by the Libyan education system discussed in Chapter Two. This discussion displays the range of approaches available to both OGTs and NGTs in the Libyan EFL context. The next chapter will continue the research, using the social constructivist theoretical framework, by presenting further discussions about the kinds of teachers' knowledge used as bases for selection of a learning theory and teaching approach and how these kinds of knowledge might grow through professional development. It will also explore possible models of CPD.

4. Teachers' Knowledge and Professional Development

4.1. Introduction

This chapter presents the types of teachers' knowledge and Shulman's pedagogical content knowledge (PCK). It also explores how this knowledge can be further supported through CPD programmes, and the models that could be used for this. In addition, it aims to interweave the ideas of teachers' knowledge and the possible models of CPD in order to reinforce these links in the context of LEFLUTs. This is important since some LEFLUTs may have different understandings or backgrounds concerning the importance of teachers' knowledge and CPD activities. Challenges from cultural and educational influences among LEFLUTs emerged in chapter two and this thesis considers why some LEFLUTs may prefer just to teach without paying attention to their professional activities. Is it to do with the existing culture, which considers that university teachers already have sufficient knowledge for teaching? Is it due to the lack of such programmes within their universities?

Or, is it to do with the lack of time teachers have to think about their professional activities? This explores a possible model of CPD which can facilitate education in the face of the existing challenges, limitations and cultural assumptions among LEFLUTs. These assumptions may come from the different background knowledge and views held by OGTs and NGTs, or from the strong culture and beliefs which limit some professional activities among teachers, particularly between men and women. In addition, I will explore the extent to which some LEFLUTs may be aware and even interested in teachers' knowledge and CPD activities, but unable to pursue this interest. Is this to do with their limited social interaction, connections and relationships? Is it to do with departmental control? Or, is it to do with the poor facilities and recourses - such as the availability of the internet, labs, journals and libraries?

4.1.1. *Teachers' Knowledge and Progress*

Teachers' knowledge and the processes of teaching have been considered by several researchers; Cole & Knowles (2000) explain that teaching is a complex and personal expression of knowing and knowledge rather than "an application of a set of disembodied a contextual principles or theories" (pp.1-2). Freeman (2004) pointed out that teacher's knowledge is the central activity of teacher education and "any improvements in the professional preparation of teachers ... need to be learned". In other words, it is important to organise appropriate improvement programmes (p.89). Connelly et al (1997) reported that those concerned with getting a better education need to be concerned not only with what they wish to happen in learning, but also with their teachers' knowledge (p.674).

Solis (2009) stated that Shulman (1986) provided a major focus on this through his classification of teacher knowledge into a various components and by establishing the term 'pedagogical content knowledge' (PCK). He also proposed that this new term should include aspects of teachers' knowledge, for example, knowledge of the most useful forms of representation of ideas within a topic (p.10). As Shulman (1986) stated, "the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject to make it comprehensible to others ... [and] includes an understanding of what makes the learning of specific topics easy or difficult" (pp.8-9).

4.1.2. *What is Teachers' Knowledge?*

Scholars and researchers have explained that the notion of teachers' knowledge focuses on two significant forms of knowledge: content knowledge (what to teach) and pedagogical knowledge (how to teach). Alexander et al (1991) found that teachers' (or teaching) knowledge refers to an individual's "personal stock of information, skills, experiences, beliefs, and memories" related to the practice and profession of teaching, in fact "anything the individual holds that helps him or her fulfil the role of teacher" (p.317).

Borg (2003) holds that teacher's knowledge is included in a general framework of teacher "cognition" and can be explained as "what teachers know, believe, and think" (p.81). Goettsch et al (2000) noted that the components of teacher knowledge "are melded together in complex and indeed inextricable ways to produce multifaceted, holistic accounts of, and actions in, language teaching" (p.461). Also, Ball and Bass (2000) highlighted that "understanding and knowing subject matter knowledge is imperative in listening flexibly i.e. hear what they are saying or where they might be heading; but also to be able to create suitable opportunities for learning" (pp.84-85).

Fennema and Franke (1992) stated that teachers' knowledge is a large, integrated, functioning scheme, and is an important indicator of overall teacher effectiveness (p.144). Elbaz (1991) and Conelly and Clandinin (1985) showed that teachers' knowledge could be seen as "personal knowledge". Schwab (1971) defined teachers' knowledge as "the wisdom of practice" (p.499). Brown & McIntyre (1993) describes teachers' knowledge as "professional craft knowledge" (p.155), While Carter (1990) defined it as "content and context related knowledge" (p.295). Gunstone (1999) pointed out that teacher's knowledge is shaped by many background sources, such as

"professional coursework, teaching experience, disciplinary knowledge, apprenticeship of observation derived from time spent in school, personal characteristics, frequency, nature of reflection, and the school context" (pp.391-392).

Calderhead (1996) demonstrated that teacher knowledge may have a variety of origins including both practical experiences, such as day-to-day practice, and formal learning in the past, such as initial teacher education or continued professional training. So, teachers' knowledge is not opposite to theoretical or scientific knowledge (pp.710-711). Verloop et al (2001) explained that knowledge which teachers may derive from their teacher education may, somewhat, be absorbed and integrated into their practical knowledge (p. 277).

Sherin et al (2000) determined that Lee Shulman from 1986 added a "significant impetus to research in the field of teacher knowledge through his investigated categories of teacher knowledge", Shulman's work as well as that of many subsequent researchers can be considered to fit a 'knowledge system analysis'

paradigm(p.376). Thus, linking and investigating these significant issues among the LEFLUTs (OGTs & NGTs) will show what kind of knowledge is expected in such context. The following points briefly show types of teachers' knowledge in order to illustrate how these types are considered by researchers and scholars.

4.1.3. Types of Teachers' Knowledge

It is essential to point out how scholars, researchers and even teachers understand the knowledge required in order to be competent or qualified for the teaching process. Therefore, for example, Ofsted (2000) showed that various researchers have studied and provided several types of teachers' knowledge, such as the subject matter knowledge and pedagogical knowledge etc (p.12).

Subject Matter Knowledge (Content Knowledge)

Grossman (1990) defined content knowledge as “knowledge about the actual subject matter that is to be learned or taught. The content to be covered in high school social studies or algebra is very different from the content to be covered in a graduate course on computer science or art history”. Teachers should also know and recognize the subjects they teach, including knowledge of central facts, concepts, theories and procedures within a given field, and knowledge of explanatory frameworks that organize and connect ideas (pp.222-223). Goettsch (2000) reported that “the previous studies of L2 teachers' knowledge indicated that the content knowledge is one component of the knowledge base of teaching” (p.420). Also, Shulman (1986) pointed out that:

“teachers need to find “the most useful forms of representation of [the subject area's] ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations – in a word, the ways of representing and formulating the subject that make it comprehensible to others” (pp.9-10).

Elmabruk (2008) showed that, in the Libyan context, LEFLUTs (both OGTs & NGTs) may have different views, ideas or levels of subject knowledge. For example, many university teachers choose materials which they understand and interested in. Therefore, the consideration of teachers' content knowledge in Libya could be termed “information in which the teacher is interested” rather

than knowledge. But some Libyan teachers do meet the proper meaning of content knowledge, which is knowledge of the subject matter (p.120). In addition, Moseley (2000) argued that teachers should not only know the subject matter, but should also have the ability to understand it from the perspective of the learner (p.38). Deborah et al (2008) highlighted that the field has made little progress on Shulman's "initial" charge: to develop a "'coherent theoretical framework' for content knowledge for teaching, [otherwise] the ideas remain theoretically scattered, lacking clear definition" (pp.18-19).

Pedagogical and Practical Knowledge

Grossman (1990) defined Pedagogical Knowledge as "deep knowledge about the processes and practices or methods of teaching and learning and how it encompasses, among other things, overall educational purposes, values and aims". This is a generic form of knowledge that is involved in all issues of student learning, classroom management, lesson plan development and implementation, and student evaluation. It includes knowledge about techniques or methods to be used in the classroom, the nature of the target audience and strategies for evaluating student understanding (pp.212-213).

Borg (2003) pointed out that teachers' practical knowledge is included in a general framework of teacher cognition, explained as "what teachers know, believe, and think" (p.81). Elbaz (1983) agreed, stating that the teachers' practical knowledge is teachers' general knowledge, beliefs and thinking, and refers to the knowledge a teacher uses in classroom situations. Also, she points out that a teacher's practical knowledge "encompasses first hand experience of students' learning styles, interests, needs, strengths and difficulties, and a repertoire of instructional techniques and classroom management skills" (p.5-7). Richards and Lockhart (1996) stated that:

"What teachers do is a reflection of what they know and believe, and ... teacher knowledge and 'teacher thinking' provide the underlying framework or schema which guides the teacher's classroom actions" (pp.29-30).

Hedgcock (2002) showed that non-native EFL teachers might require greater awareness of teachers' knowledge, as they would need to meet the language competence and proficiency requirements to be an effective EFL teacher (p.230). Freeman et al (1998) argued that, "the core of language teacher education must centre on the activity of the teaching itself, the teacher who does it, the context in which it is done, and the pedagogy by which it is done" (p.399). In addition, Butler (2005) found that EFL teachers need to be capable in the target language and the culture of teaching, and excellent in using modern technologies (p.403).

Tsui (2003) suggested that:

"teachers' knowledge must be understood in terms of the way they respond to the contexts of their work, and this in turn shapes the contexts in which their knowledge is developed" (p.2).

Elmabruk (2008) pointed out that the many LEFLUTs, mostly OGTs, come from different background experiences, as their backgrounds addressed their teaching practices and views (p.129). As such, this research investigates the extent to which some OGTs, and even some NGTs, are influenced by their previous learning expectancies, which have faced several difficulties, such as the suspension of teaching English, and the top down management discussed in chapter Two. Stacey et al. (2001) showed that teachers with deep pedagogical and practical knowledge understand how students construct knowledge and acquire skills, and so develop positive "dispositions" towards learning, demonstrating teachers' knowledge of learning theories. As such, pedagogical knowledge requires an understanding of "cognitive, social and developmental theories of learning and how they apply to students in their classroom" (p.230).

Simon (1992) noted that pedagogy is a process "through which we are encouraged to know, to form a particular way of ordering the world, giving and making sense of it" (p.56). Also, Giroux and Simon (1988) reported that pedagogy is more than "the integration of curriculum content, classroom strategies and techniques, a time and space for the practice of those strategies, and evaluation purposes and methods." Instead, they claimed, pedagogy "organises a view of, and specifies particular versions of what knowledge is of

most worth, in what direction we should need, what it means to know something, and how we might construct representations of ourselves, others, and the world” (pp.11-13).

However, Meijer et al. (1999) argued that the practical or pedagogical knowledge of various teachers was not “elaborated” through the practical knowledge of other teachers: “teachers whose practical knowledge seems to be limited, seldom think about their teaching and therefore lack a deep understanding of what is going on in their classroom, in their students’ minds, or in their students’ environment” (p.81-82).

Teachers’ Knowledge of Learning Theories

As presented in Chapter Three, one of the most significant aspects of teachers’ knowledge is their knowledge of the methods of teaching and learning theories, especially among the LEFLUTs, who come from different cultural and political backgrounds such as (OGT & NGT as mentioned in Chapter Two. Also, LEFLUTs may need to know and practice these theories and methods in order to achieve effective learning production.

Teachers’ Knowledge of Curricula

Shulman (1986) stated that curricular knowledge is “represented by the full range of programs designed for the teaching of particular subjects and topics at a given level, the variety of instructional materials available in relation to those programs, and the set of characteristics that serve as both the indications and contraindications for the use of particular curriculum or program materials in particular circumstances” (p.10).

Also, Shulman (1995) defined two dimensions of curricular knowledge that are important for teaching: “lateral” curriculum knowledge and “vertical” curriculum knowledge. Lateral knowledge “relates knowledge of the curriculum being taught to the curriculum that students are learning in other classes”, which means the other subject areas. Vertical knowledge includes “familiarity with the topics and issues that have been and will be taught in the same subject

area during the preceding and later years in school, and the materials that embody them” (p.128).

In addition, Desimone (2009) reported that the curriculum presented knowledge of which specific parts of the subject teachers are supposed to pass on to students at the specific grade level, and what students will be tested on and how. This includes “‘horizon knowledge’ about how the subject matter in the current grade’s curriculum will be developed as the students progress into higher grades, as well as what they have already learned in earlier grades” (p.189).

As such, Chapter Two and Three have presented indications of the interchangeable materials, and the existing two generations, OGT & NGT, of teachers’ background knowledge. These circumstances, such as the top down way of suggesting materials, present several challenges regarding the curriculum knowledge among LEFLUTs. In other words, this is due to the existing situation faced by LEFLUTs in terms of teachers’ generations, which might lead each generation, OGTs or NGTs, to express their own knowledge of choosing a proper curriculum to teach. Some teachers’ perspectives or a belief may sway them towards a particular choice of material over another, as many LEFLUTs may tend to use the materials they like rather than what is useful for their students. And sometimes, those teachers, particularly NGTs, might not have the choice to teach specific material. This could be because of the top down managements towards teachers or because of the lack of standard materials offered for each academic year. These are areas to be explored in this research.

Teachers’ Knowledge of Students’ Learning

Appleton (2002) explained that teachers should have an understanding of how students learn and engage, and they should be familiar with current education theories and be aware of the need to use varied teaching strategies. Also, teachers need to know how to stimulate their students, be aware of being seen as an appropriate role model for students, and be able to communicate effectively with parents (p.395).

Randall and Thornton (2001) pointed out that knowledge of learners requires an awareness about and knowledge of one's own students, their learning strategies, problems and needs in learning in order to know how to cater for all learners' individual differences: "if the goal of teaching is to promote learning; teachers need to be aware of the centrality of learners and how teacher behaviour will affect individual learners" (p.55). Ball et al (2008) reported that teachers' knowledge of learners needs to include:

"Knowledge about how students think, what tends to confuse, what they find interesting and motivating, what is easy and what is hard", as well as the ability to "hear and interpret students' emerging and incomplete thinking as expressed in the ways that pupils use language" (p.402)

This point might represent challenges among several LEFLUTs who come from different backgrounds and their experiences of how students learn. Sawani (2009) showed that many Libyan EFL teachers (OGTs & NGTs) were influenced by their individual views of how students learn rather than following well-known methods (p.66). Richards et al (1991) stated that teacher' beliefs systems come from many different causes: **(1)** teachers' own understanding as language learners **(2)** their experience and expectations of what works well **(3)** traditional teaching practice **(4)** good personal characteristics and qualities **(5)** educational-based or research-based principles **(6)** and principles derived from an approach or methods (p.30-31).

Coldron and Smith (1999) determined that "the process of beliefs and professional identity formation begins with a person's self-perception of being a teacher and then being seen by others as teachers it is a matter of acquiring and re-acquiring an identity which is socially legitimated" (p.712). While Richardson (1996) described the relationship between beliefs and actions as: "Beliefs are considered to drive actions; however, experiences and reflection on action may lead to changes in and/or to more beliefs" (p.104).

Teachers' knowledge and Social Activities

Teachers' knowledge and development essentially occurs through a constant exchange with social circumstances, relationships, institutional atmosphere and the wider social forces that affect it. Roberts (1998) pointed out that there is a social "landscape" within which a teacher works and within which teacher growth occurs. Therefore, teachers can learn effectively from procedures drawn from different learning philosophies, through the mastery of specific skills, through their own cognitive processes, through personal constructions, and through critical reflections on their actions (p.16). Creswell (2003) showed that knowledge is socially constructed in that it arises out of interactions between individuals and their world (epistemology) (p.77).

Putnam and Borko (1997) stated that teachers learn a great deal from their social interactions with "discourse communities with which they share experiences and learn in context as they experiment with practice in classrooms. The social constructivist view recognises the significance of collaboration and communication using a shared language and believes that it is mainly through talk that we clarify our ideas, receive feedback from others and interact with experts or peers" (p.1249). Hoban (2002) also showed that learning is perceived as being situated in practice, and so communities of practice play a major role. In other words, communities of practice provide the context in which teachers can participate in the social construction of knowledge and in learning through the sharing of the knowledge that individuals bring to groups with which they interact (p.54). Lave and Wenger (1991) pointed out that "all learning in community is situated because the emphasis is on learning as participation in the social world and on moving from the cognitive process to the more encompassing view of social practice" (p.43). In other words, teachers' social activities or development within community are useful for the sharing of ideas, circulation of feedback and development of teaching and teachers' knowledge, as these activities might be presented through workshops, actions research and other means. Thus, I am interested in finding the extent that LEFLUTs might be able to learn through the social practices of their community. Among the cultural

challenges that this study can explore is the relationship between male and female in Libya and the impacts on teaching and learning of the beliefs and identities of the existing two generations (OGTs & NGTs), including their motivations towards activities.

4.1.4. Shulman's Pedagogical Content Knowledge (PCK)

Segall (2004) explained that the term “pedagogical content knowledge” was first presented in the discourse of teacher education by Shulman in his Presidential Address at the 1985 annual meeting of the American Educational Research Association (p.489). Groth (2007) pointed out that Shulman 1986-1987 criticised traditional teacher education for treating content knowledge and pedagogical knowledge as separate domains of a teacher's knowledge base. He believed instead that different subjects have different content structures and so teachers should be given an in-depth understanding of how content knowledge and pedagogical knowledge are inter-related (p.415). Hyo-Jeong So (2009) reported that Shulman proposed a “third form of teacher knowledge, pedagogical content knowledge (PCK)”, and quoted Shulman's definition of teachers' knowledge as: “the way of representing and formulating the subject that make it comprehensible to others... an understanding of what makes the learning of specific topics easy or difficult” (p.101).

However, Deborah et al (2007) argued that:

“Pedagogical content knowledge is often not clearly distinguished from other forms of teacher knowledge. Sometimes referring to something that is simply content knowledge and sometimes to something that is largely pedagogical skill” (p.10)

4.1.5. Basics of PCK

Shulman (1987: pp.15-16) demonstrated PCK as teachers' interpretations and transformations of subject-matter knowledge in the context of facilitating student learning, and he presented several key elements of pedagogical content knowledge:

(A) Knowledge of representations of subject matter (content knowledge)

(B) Understanding of students' conceptions of the subject and the learning and teaching implications that were associated with the specific subject matter

(C) General pedagogical knowledge (or teaching strategies) (pp.15-16).

Cobb and McClain (2001) also advocated approaches for working with teachers that do not separate pedagogical knowing from the activity of teaching. They argued that “unless these two are considered simultaneously and as interdependent, knowledge becomes treated as a commodity that stands apart from practice” (p.206).

Mishra (2006) explained that:

“PCK exists at the intersection of content and pedagogy, so it does not refer to a simple consideration of content and pedagogy, together ‘but in isolation’; but rather to an amalgam of content and pedagogy thus enabling transformation of content into pedagogically powerful forms”

PCK also exemplifies the mix of content and pedagogy into an understanding of how particular aspects of subject matter are organized, adapted, and represented for instruction (p.1010-1011). Shulman (1987) also suggested that having knowledge of subject matter and general pedagogical strategies, though necessary, were not sufficient for “capturing the knowledge” of good teachers. In order to determine the complex ways in which teachers think about how particular content should be taught, he argued for PCK as the form of content knowledge that deals with the teaching process - including the “the ways of representing and formulating the subject that make it comprehensible to others” (p.9-10).

Puny et al (2006) represented the Shulman's contribution to the scholarship of teacher knowledge diagrammatically by connecting the two circles of teachers' knowledge such that their intersection represents PCK as the “interplay” between pedagogy and content (p.1021).

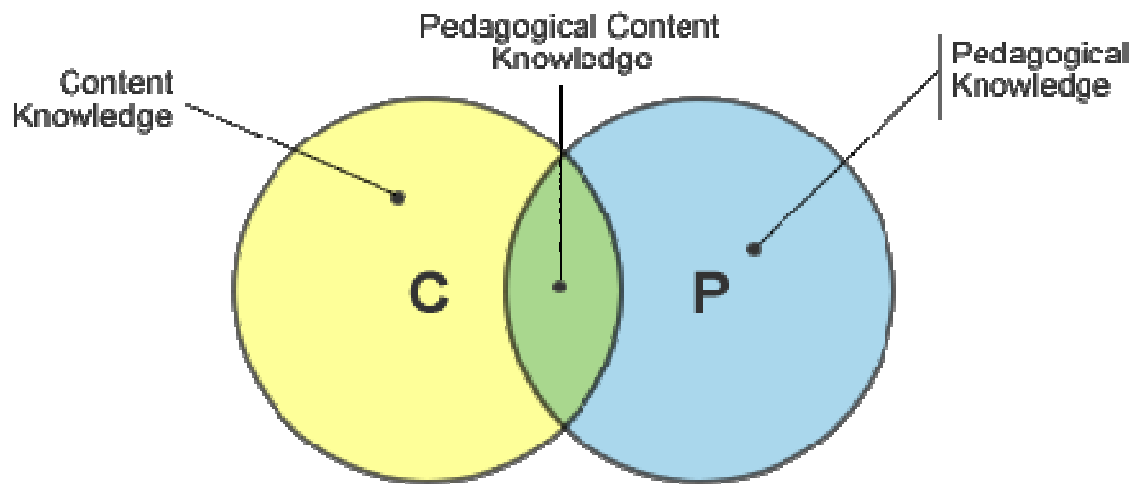


Figure 2: Shulman's Ideas in Picture
(Adapted from Puny et al, 2006, p.1022)

However, PCK has been criticised by several other scholars and researchers who argued that the focal point of teachers' knowledge developments should go deeper than just mixing the two approaches. Magnusson (1999) argued that PCK is a separate category fuelled by subject matter as well as pedagogical and educational context knowledge (p.55). Wilson and McDiarmid (1996) claimed it was important not only to focus on the integration of "content and pedagogy but also carefully examine their relationship" (p.305).

McEwan (1991) stated that:

"The justification of scholarly knowledge is inherently a pedagogical task, and scholars must engage in the sort of pedagogical thinking supposed by Shulman to be a hallmark of pedagogic reasoning". Furthermore, he summarised that "pedagogy is not only separated from content is the domain of scholars, pedagogy the domain of teachers but, and as a consequence, that pedagogy is equated with school learning, restricted to the work of classroom teachers" (p.324).

Mewborn (2001) claims that while pedagogical content knowledge aims to mix content and pedagogy, it seems that "blending is more the carrying out of one on the other" (p.35). Segall (2004) argues that there is an obvious division of labour whereby scholars in the discipline provide content while teachers provide pedagogy (p 480). In addition, Gore (1993) suggests that it is not only the "relation of the learner to the text (content), but also the relationship between

the who (agent), the what (content), and the how (process), that influence what is learned or acquired” (p.127).

4.1.6. *Development of the PCK Idea*

New ideas about teachers’ knowledge development and progress have been discussed and explained by several researchers.

Valencia (2009: pp.103-106) presented Shulman’s six types or domains of knowledge:

The first type is content knowledge, which is concerned with being knowledgeable about the subject matter. The second type is general pedagogical knowledge, which is the general set of methodologies and strategies that the teacher needs in order to perform the teaching activity. The third is pedagogical content knowledge, which refers to the “broad principles and strategies of classroom management and organization”. The fourth is curricular knowledge, which is defined as the teachers’ “acquaintance with the curricular program of the school and how they make use of it to help their students’ teaching learning processes”. The fifth is knowledge of the learner, which refers to the teachers’ engagement with the students’ processes, considering their physical, psychological and cognitive characteristics, and the final component of Shulman’s model refers to knowledge of educational goals and their philosophical bases, which means that teachers inquire about the educational system’s principles and the social expectations they are required to sort out as educators. The following figure shows Shulman’s six categories of teachers’ knowledge.

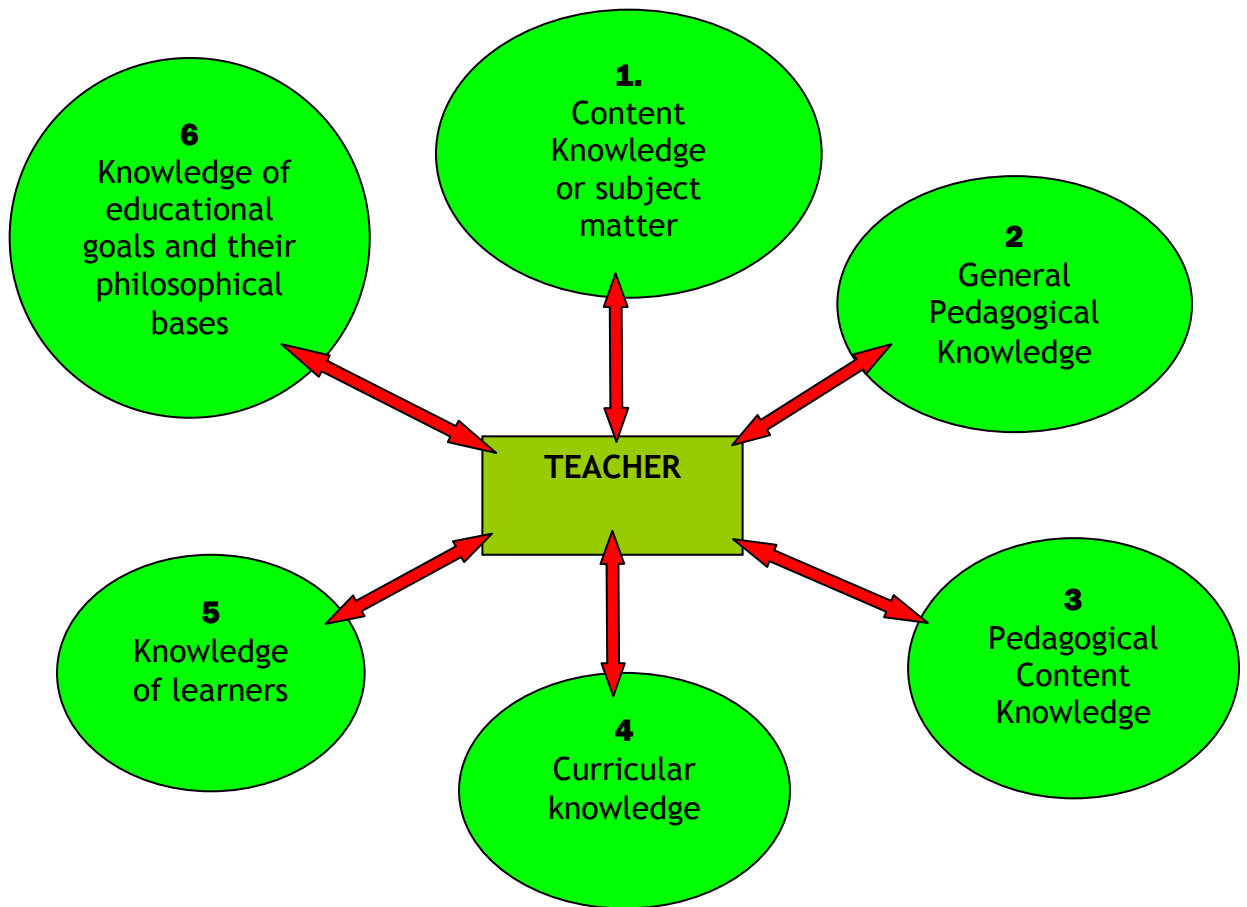


Figure 3: Shulman's Six Categories of PCK
(Adapted from Pinda, 2002, p.8)

Morine-Dersheimer et al (2003) presented the idea of PCK as pedagogical knowledge, measurement knowledge, curriculum knowledge, knowledge of learners and learning, subject matter knowledge and special subject matter knowledge (p.44). Grouws and Schultz (1996) defined pedagogical content knowledge as “a subset of content knowledge that has particular utility for planning and conducting lessons that facilitate student learning” (p.444).

Winsor (2003) offers the views that the “teachers’ knowledge is used in instruction as a three legged stool; the seat represents PCK and each one of the legs represents subject matter knowledge, knowledge of learners, and knowledge of instructional tools, It is reasoned that the seat needs equal support from each leg while the legs need help from the seat to stand firmly” (p.58). Solís (2009), on the other hand, defined PCK as a special combination of content and pedagogy that is uniquely constructed by teachers and thus is the “special”

part of an educator's professional knowledge and understanding (p.8). However, Deborah et al (2007) argued that "Pedagogical content knowledge is often not clearly distinguished from other forms of teacher knowledge; sometimes referring to something that is simply content knowledge and sometimes to something that is largely pedagogical skill" (p.10).

Abell (2008) was concerned about how the idea of PCK could be applied and researched as teachers' knowledge and professional development, and stated that "while the PCK construct has been in the education milieu for more than 20 years, it is still a useful construct and idea in educational research as the understanding towards PCK allows a teacher to provide knowledge, methods and objectives in preparing educator's capital or manpower and also teachers' professionalism enhancement activities" (p.1409-1411).

In other words, this part has briefly focused on researchers' and scholars' views on the frameworks of teachers' knowledge and their illustrations of the PCK concept. The aim of this part, through social constructivist point of view, was to build up a scene and discuss about the importance of teachers' knowledge development for the LEFLUTs. Also it aimed to illustrate what kind of knowledge that the LEFLUTs might have acquired and also linked to the Libyan educational context discussed in chapter two. The next part will discuss Continuing Professional Development (CPD) and its models as a potential aid for the development of an approach towards the development of the LEFLUTs, particularly at the University of X.

4.2. Continuing Professional Development (CPD)

CPD can be seen as offering a systematic way of improving and developing teachers' knowledge, perspectives, beliefs and skills during their lifelong career as a teachers. The Institute of Professional Development (2006) defines CPD as combinations of approaches, ideas, concepts and techniques that help teachers to manage their own learning and development (p.20).

Rodrigues (2004) showed that:

“ CPD is any process or activity that provides added value to the capability of the professional through the increase in knowledge, skills and personal qualities necessary for the appropriate execution of professional and technical duties, often termed competence” (p.11)

Lange (1990) also showed that it is a “process of continual intellectual, experiential and attitudinal growth of teachers”, which is essential for maintaining and enhancing the quality of teachers and learning experiences (p.250). Bell et al (2001) stated that teachers can review, renew and extend their commitment as agents of change to the moral purposes of teaching; and through this they acquire and develop critically the knowledge, beliefs, skills and emotional intelligence important to excellent professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (p.4).

Rodrigues (2005) points out that a teacher's CPD shifts to meet accountability and credibility demands as it is planned to enhance teachers' self-confidence, overall competence and language teaching or pedagogical content knowledge by providing instruction on the fundamental themes and perceptions in the EFL teaching process (pp.388-389). Kanu (2005) also suggested that CPD serves longer term goals and seeks to facilitate the development of teachers' understanding of teaching as well as understanding themselves as teachers (p.499).

4.2.1. *Process of CPD: School Teachers*

The process of teachers' CPD may be anything that helps teachers to progress their skills and teaching beliefs, in order to enhance their teaching performances. Rodrigues (2004) showed the aims of CPD from a second or foreign language development perspective can cover any of the following: the process of how second/foreign language development grows; learning how roles transform according to the kind of the learners being taught; reviewing theories and principles of foreign language teaching; determining learners' perceptions of classroom activities; developing an understanding of different styles and aspects of teaching; understanding the sorts of decision making that occur during foreign language lessons and building awareness of instructional objectives to support teaching (pp.5-6).

Rodrigues et al (2005) stated that "teacher development is more involved with in-service teacher education. It relies more on teachers' personal experiences and background knowledge as the basis of the input content, and typical teacher development activities through their teaching career", as it includes "teacher study groups, practitioner research, or self-development activities" (p.390). Guskey (2009) reported on the strong relationship between teachers' CPD and their students' outcomes and practice (p.490). Also, Guskey (2002) offered four models of professional development as vehicles for changing teaching practice, leading to improvements in student achievement and outcomes, and changes in teachers' beliefs and attitudes (p.382). In other words, the process of CPD is usually linked to teachers' careers and development.

According to the importance of training and CPD, the LEFLUTs may find the idea of CPD useful, and then they might find a possible model which accords with their existing context.

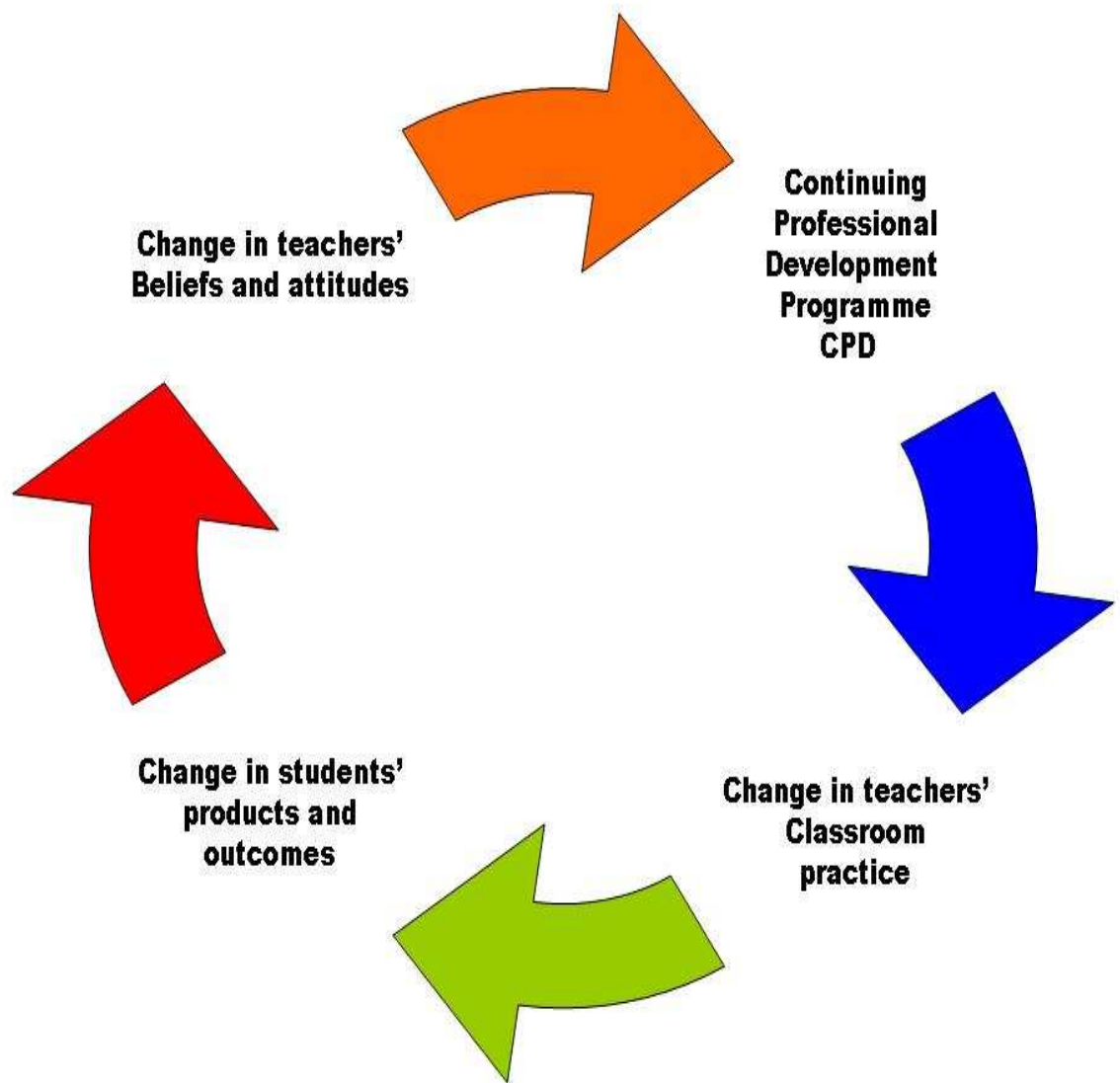


Figure 4: Guskey's Model of Professional Development
(Adapted from Guskey, 2003, p.3)

4.2.2. CPD in the Higher Education

Several studies and researchers have discussed and debated the role of CPD in the field of higher education. McWilliams (2002) pointed out that the term ‘continuing professional development’ is widely used across a range of occupational fields. “There is however, a lack of clarity and agreement about how it is defined, and some acceptance that the concept is ‘neither innocent nor neutral’” (p. 289). Deem *et al.* (2008) stated that within the context of higher education, professional development for academics occurs within a complex situation of changing national policy “directives” increasing demands on both institutions and academics themselves (p.116). Also, Blackmore and Blackwell (2003) pointed out that the CPD of academics can be seen to take place within a complex “array of competing challenges and perspectives”. The nature of the academic role and the responsibilities attributed to it are changing, along with the relationships to other roles both within and outside the institution (p.22). Dill (2005) claimed that “It is equally ...Important for the continuance of the university as we know it that we look systematically and critically at our own professional behaviour, at our structures of university self-governance, at our processes for peer review and at our underlying academic beliefs.” (178).

The Higher Education Academy (2006) stated that CPD can be seen as “systematic, on-going, self-directed learning. It is an approach or process which should be a normal part of how you plan and manage your whole working life”. Clegg (2003) argued that “The problem of CPD ... of professionals in higher education is that it operates around a series of unresolved tensions” and goes on to explain “fault lines in conceptualising”. Clegg (2003) also explained that there are two ‘dualisms’ in respect of what is considered appropriate for the content and focus of CPD in higher education which reflects characteristic influences on academic identity. These dualisms form the “research-teaching nexus and the tension between loyalties to the subject discipline and the organization” (p.37-38).

Clegg (2003) also showed that, to understand the influences on CPD at individual and institutional levels, it is essential to take account of these debates as well as the significantly diverse approaches that different academic disciplines take to CPD (p.42). Crawford (2009) pointed out that these differences can be seen as “evolving from epistemological sources with academics being positioned within many systems or communities, each of which may have different discourses, approaches to teaching and learning, understandings of CPD and priority”. Besides the changes related to the meanings attributed to CPD, there is also obvious difference about the appropriate form and approach to CPD activity. The core of the matter can be seen to pivot on whether or not CPD activity includes formal and informal approaches to learning in the workplace (p.165). I also explore the extent that we can relate the perspectives of British perspectives on higher education teachers to LEFLUTs, who may have completely different circumstances and background, such as a lack of teacher training ideas. The level on which many British or western scholars may locate their university teachers may not be the same level accorded by Libyans scholars to their teachers. So, it is more likely that possible CPD activities or implications for the LEFLUTs can be related to these EFL school teachers, according to the British or western point of view.

4.2.3. *Strategies for CPD*

Lo (2005), showed that:

“Professional Development should go beyond personal and individual reflections, for example, it can include exploration of new approaches and theories in language teaching” (p.140).

Elmabruk (2008) suggests that encouraging EFL Libyan teachers towards CPD will help them discover a suitable approach to CPD or training ideas. In other words, because of the existing lack of CPD in Libya, the LEFLUTs perhaps may find the strategies of CPD useful - strategies which facilitate their ongoing development of their EFL teaching (p.128).

Loucks-Horsley et al (1998) present strategies for CPD as the kind of learning experiences designed to promote specific professional development objectives. Each strategy is based on a set of assumptions and beliefs about teachers' learning (p.17).

The UK's Department for Education and Science (DFES) (2000) suggested that CPD strategies should suit the needs of policy makers, and funding and university managers and increase teachers' pedagogic and knowledge skills. Also, CPD strategies should increase and progress teachers' individual performances and develop their teaching beliefs and abilities. It therefore involves much more than just training courses. However, while many things can be learned about teaching through self-observation and critical reflection, many cannot. These include subject matter knowledge, pedagogical expertise, and understanding of curricula (pp.126-127). The Architects Accreditation Council of Australia (2009) showed formal CPD activities "should be structured in a learning environment with structured learning outcomes or assessment" (p.1). They also assumed that formal CPD activities should include faculty seminars, workshops, courses, conferences and presentations, among other activities. Informal CPD activities should however consist of self-directed study of practice, such as reading technical magazines, making site visits, attending talks and presentations by peers and participating in mentoring programs (p.3).

4.2.4.Applications of CPD

CPD management and organisations should consider several concepts. Bell and Gilbert (2001) determined three: the personal concept, the occupational concept and the social concept. The personal concept covers teachers' values, attitudes, beliefs and their motivations that need to be considered. The occupational concept encourages a connection between theory and practice in addition to the essential focus on academic stimulation and professional relevance. The social concept encourages the relationship between individuals and groups (pp.159-160).

Guskey (2009) proposed that those in charge of planning and implementing professional development should learn how to critically assess the effectiveness of what they do. This means discussions about the specific aim of professional development, to determine what evidence best reflects the achievement of those aims, and what evidence can be collected in meaningful and scientifically defensible ways, should become the first point for all planning activities (p.498). Kennedy (2005) suggests that “CPD can be structured and organised in a number of different ways, and for a number of different reasons” (p.236). She offered three main types of CPD models: transmissional, transitional and transformational. Every type has its own models for applying CPD. Most of these types and models are linked to the fundamental view of CPD applications, illustrated in figure 5 below and discussed in the following section.

Figure 5: Models of CPD

1. Transmissional	2. Transitional	3. Transformational
A. Training model	A. Standard-based model	A. Action research model
B. Award-bearing model	B. Coaching/mentoring model	B. Transformative model
C. Deficit model	C. Community of practice model	
D. Cascade model		

4.2.5. *Transmission Type*

Kennedy (2005) indicates that the transmission type of CPD, in “fulfilling the function of preparing teachers to implement reforms, aligns itself with the training, award-bearing, deficit and cascade model” (p.248).

Training Model

Training is commonly understood as a model of CPD; for example, Korthagen et al (2006) assumed that teacher training programmes have the “implication that teachers are to be given specific instruction in practical techniques” (p.1032). Kennedy (2005) stated that:

“This model supports a high degree of central control, often veiled as quality assurance, where the focus is firmly on coherence and standardisation. It is powerful in maintaining a narrow view of teaching and education whereby the standardisation of training opportunities overshadows the need for teachers to be proactive in identifying and meeting their own development needs” (p.240).

Rodrigues et al (2005) reported that the content of training programmes is usually provided by training experts, and is provided as a standard training plan as it focuses on teachers’ weaknesses and aims to make progress on improving these weaknesses during a specific course for the determined time (p.390). Latiwish (2003) claimed that the training process is essentially presented as a pre-service approach, its content is generally defined externally and the input content is presented through conventional processes, such as lectures, readings and observations, or through participant-oriented processes, such as project work and case studies. The outcome of the instruction would be evaluated through academic techniques such as exams, term papers, or sample teaching (p.55).

However, Korthagen et al (2006) described training programmes as having the “implication that teachers are to be given specific instruction in practical techniques” (p.1032). Hoban (2002) found that this training model fails to have any important impact on the manner in which this new knowledge is used in practice. Perhaps even more significantly, however, in terms of the relative power of organisers, the training model provides an effective way for dominant organisers to control and limit the agenda, and places teachers in a passive role as recipients of specific knowledge (pp.33-34). In other words, training programmes suit particular training situations, but in some settings they might not serve the target as they will be faced with cultural or managerial difficulties.

Award-Bearing Model

The award-bearing model is generally understood as involving long-term development programmes, but it can also be used as a model of CPD. It could include the presentation of Master’s or PhD degrees or other forms of award. Kennedy (2005) stated that:

“An award-bearing model of CPD is one that relies on, or emphasises, the completion of award-bearing programmes of study - usually, but not exclusively, validated by universities. This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies” (p.241)

Lesley et al (2005) give examples illustrating the way in which the main discourse has influenced providers of award-bearing courses, in turn reflecting particular ideological imperatives, potentially at the expense of academic and intellectual autonomy (p.244).

The Deficit Model

Generally, the deficit model focuses on exploring and upgrading teachers' poor performance and attempts to fill the gap for individual teachers who demonstrate low capabilities in their teaching through courses. According to Burbank et al (2003), the deficit model is a means of supporting teachers who show deficiency in their teaching performance. It is often linked to performance management and monitoring of standards in schools (p.500). Kennedy (2005) reported that “the deficit model uses CPD to attempt to remedy perceived weaknesses in individual teachers” (p.239). For LEFLUTs there may be challenges in identifying poor teachers and in choosing who is going to run such activities (OGTs or NGTs). This research takes into account related complexities such as their beliefs about how well qualified they are.

Cascade Model

Generally, the cascade model involves individual teachers attending and contributing to training courses. They then circulate information to the other school staff. This may involve teachers offering to contribute to teacher development programmes in order to deliver the information learnt to his or her colleagues. Day (1999) reports on a case study in which the “cascade model was employed by a group of teachers as a means of sharing their own (successful) learning with colleagues. The group reported on what they had learned, but no detailed consideration was given to the very principles of participation, collaboration and ownership which had characterised their own learning” (p.126).

Solomon and Tresman (1999) proposed that one of the disadvantages of this model is that what is passed on in the cascading process is generally skills-focused, and sometimes knowledge-focused, but rarely focuses on values (p.310). Applying this model among LEFLUTs might lead to several cultural challenges, such as the relationship between teachers (males and females), long teaching hours, and the existing OGT control - as explained in previous chapters.

4.2.6. *Transitional Type*

Kennedy (2005) defined the transitional type as having the “capacity to support underlying agendas”. It is provided with three models: the standards-based model, the coaching/mentoring model and the community of practice model (p.242).

Standards-Based Model

This model focuses on the performance and competence of teachers through determining the standards each teacher should meet. Kennedy (2005), discussing the implementation of the standards-based model in Scotland, stated “[s]tandards’ as opposed to ‘competences’ are now *de rigueur* in Scotland, with their most strong proponents extolling the relative virtues of standards” (p.233). Kirk et al (2003) reported that standards provide a common language, making it easier for teachers to engage in dialogue about their professional practice.

However, Draper et al (2004) noted that “tensions are natural in the standards-based approach”, warning that “the Standard itself may be seen as a useful scaffold for professional development or as a source of pressure for uniformity” (p.221). Also, according to Beyer (2002), applying a standards-based model of CPD is likely to put down the idea of teaching as a complex, context-specific political and moral endeavour when it actually “represents the need to create a system of teaching, and teacher education, that can generate and empirically validated connections between teacher effectiveness and student learning” (p.243).

Coaching/Mentoring Model

Day (1999) highlighted that the coaching/mentoring model covers a variety of CPD practices that are based on a range of philosophical premises, such as shared ideas. However, the defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPD. As both coaching and mentoring share many similarities, it makes sense to outline the common things coaches and mentors do whether the services are presented in a paid professional or unpaid philanthropic task. Coaching and mentoring share several features in their structures, but there are differences between them (p.98).

Korthagen et al (2006) stated that the main principles of mentoring, in a traditional sense, enable an individual to follow the ways of an older and wiser colleague who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities. Coaching however is not typically performed on the basis that the coach has direct experience of their client's formal professional role, unless the coaching is specific and skills-focused (p.1031). Rhodes and Beneicke (2002) pointed out how mentoring and coaching can be combined in 'peer coaching'. This is the process by which two or more teachers work together to reflect upon current practices; to develop new skills; share ideas; conduct action research; teach one another or problem solve within the workplace (p.300).

This model helps teachers who are working together to be less stressed and threatened, since participants are treated equally and it gets them to match their experiences. It is, therefore, a learning situation that happens through the collaboration between two colleagues, with one "adopting the role of coach as they explore a particular aspect of instructional practice; the coach would provide feedback and suggestions to the other teacher, depending on the goals established between them from the outset" (pp.143-144). Kennedy (2005) concludes that the "key characteristic of the coaching/mentoring model is its reliance on a one-to-one relationship, it can, depending on its underpinning philosophy, support either a transmission or a transformative conception of CPD" (p.243).

Community of Practice Model

The community of practice model and the coaching/mentoring model share the same features of organisation - except that community of practice model indicates a group of teachers or colleagues working together, rather than just one-to-one practice and reflection.

Wenger (1998) reported that as everyone is a member of various communities of practice, learning within these communities involves three significant processes:

1. Evolving forms of mutual engagement
2. Understanding and harmonising activity
3. Developing a repertoire, styles and discourses (p.95).

Wenger (2007) also mentioned that it involves something more than a club of friends or a network of connections between people. Instead, “it has an identity defined by a shared area of interest” (p.19). However, Latiwish (2003) pointed out that the relationship between the two existing generations theoretically represents the community of practice activities but in reality this is not the case because of the top-down attitude in administration and its impacts on the relationships among the teachers themselves (p.56).

Richards and Farrell (2005) suggested that communities of practice can be beneficial in many aspects: they can provide input from experts, provide teachers with the opportunity for hands-on experience with the topic, raise motivation, offer practical classroom applications, develop collegiality, support innovations and be flexible in organisation. They realised that community of practice or workshops are ideal formats for introducing an educational innovation and preparing teachers for change (pp.139-140).

4.2.7. *Transformational Type*

The transformational type of CPD was described by Kennedy (2005) as “supporting teachers in contributing to and shaping education policy and practice would align itself more naturally with action research and transformative models” (p.248).

Kennedy (2005) also reported that the transformational type is different to the previous two types of CPD as it consists of a combination of processes and conditions of both transmissional and transitional types. She stated that the fundamental aspect of the transformational model of CPD is its combination of practices and conditions that support a transformational agenda. In this sense, it could be argued that the transformational model is not an obviously definable model in itself; but instead recognises the range of different conditions required for transformational practice (p.247). The presentation of transformative category in CPD is, according to Kennedy’s structure, divided into two significant models: action research and transformative mode. .

Transformative Model

Kennedy (2005) reports that transformative CPD is a combination of various elements since it embrace teacher-centred, context-specific aspects. It contains features of communities of practice which involve cooperation between teachers, academics and other organisations to increase the awareness required for educational change (p.254). Mezirow (2000) defined transformative learning as “learning that produces a major impact, or paradigm shift, which affects the learner’s subsequent experiences”. Mezirow stated that “the objective of transformative learning is to revise old assumptions and ways of interpreting experience through critical reflection and self-reflection” (p.339). Cranton (2006) described Mezirow’s (2000) definitions of transformative learning: “transformative is a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and thereby become more open, permeable, and better validated” (pp.2-3).

In addition, Curran and Murray (2008) observed transformational learning in the context of professional development for developing educators and pre-service education students. Their study, by examining 175 teachers and pre-service educators taking educational technology courses, discovered how educators enhancing their skills in technology could also undergo changes in their point of view of teaching practices. The results of this study indicate that a majority of the participants experienced a perspective transformation as a result of their experiences in the transformative classroom (p.111). These results are extended by King (2004) who showed that this model “sought to provide educational institutions and their personnel with an understanding of the kinds of professional development activities that could transform educators” (pp.160-165).

The National CPD Team in Scotland uses a CPD model which supports the transformational type of teachers’ professional development. In their occasional paper series (2007) they found four phases of engaging and facilitating teachers to develop further as models of CPD. These phases are: becoming aware, becoming interested, integrating into practice, and innovating and creating. These CPD stages are presented as an activity that helps teachers to upgrade their professional skills gradually and collaboratively. Each of them considers activities for teachers to do and practice, as shown in the following table.

Table 4: Transformational CPD from the National CPD Team in Scotland
(Adapted from National CPD Team -Scotland 2007)

Becoming aware	Becoming interested	Integrating into practice	Innovating and creating
Teachers in this stage are encouraged to take part in different educational activities, such as conferences, presentations, reading improvement plans, CD-ROMs, and membership of working groups. This stage helps teachers to become aware of the new information and experiences that surround them.	Teachers in this stage become more knowledgeable of development activities such as research, talking to colleagues, joining interest groups, reflecting on practice, making small changes, applying new learning and peer observation	Teachers in this stage internalise their new knowledge and become involved in trying to teach new methodologies and collaborative practices, and developing and leading small action projects.	This stage enables teachers to become leaders in learning through online communities, qualified learning, linking and integrating learning, gathering and taking account of evidence, coaching and mentoring colleagues and developing and leading teams. All these activities are outcomes of the four stages of CPD.

Action Research Model

Action Research

Greenwood & Levin (1998) pointed out that “action research refers to the connection of three elements: research, action and participation (p.6).

They also explained that:

“Action research is a form of research that generates “knowledge claims” for the express purpose of taking action to promote social change and social analysis. But social change we refer to is not just any kind of change. Action research aims to increase the ability of the involved community or organization members to control their own destinies more effectively and keep improving their capacity to do so” (p.7).

Mills (2007) defines Action Research as any systematic inquiry performed by teachers, researchers, principals, education counsellors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate how they teach and how well their students learn (p.32). Hittleman et al (2006) describes action research as teacher research, collaborative investigation and participatory action research (a systematic inquiry in which professional academic researchers conduct research with, rather than on or for, teachers, administrators, and even sometimes parents and students (p.55). Frost et al (2003) reports that “action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice” (p.25).

McNiff et al (1996) pointed out that the participants of action research are often “practitioners in the field being studied and include stakeholders in the professional community. The practitioners are no longer ‘objects’ to be studied, but assume the role of contributors” (p.33). Guskey (2000) states that:

“The idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly” (p.65).

Alberta Teachers’ Association (ATA) (2000) pointed out that action research is an approach that teachers can use to investigate a problem or area of interest regarding to their professional context. It provides the structure to engage in a planned, systematic and documented process of professional improvement (pp.1-2).

Labels and Processes of Action Research

Brien (1998) showed that “action research is known by many other names, including ‘participatory research’, ‘collaborative inquiry’, ‘emancipator research’, ‘action research learning’, and ‘contextual action research’”. He has simplified the definition of action research as “learning by doing”, in which a group of teachers identify a problem, do something to solve it, evaluate how successful their efforts were, and, if they were not satisfied, try again (p.3-5).

Feldman (2002) reported that “action research is a participatory process with practitioners assuming the role of the researcher and conducting research about their workplace practice” (p.234).

Baumfield (2008) pointed out that:

“Action research located within more traditional academic contexts tends to orient the process away from explicitness of the intentions of the activity towards concentrating on the process and the audience” (p.8)

Boreham (2004) reported that the research process is a developmental process that involves identifying a problematic issue, imagining a possible solution, trying it out, evaluating it, and changing practice in light of the evaluation (p.55). Levin and Greenwood (2001) stated that “action research is more than the traditional interpretative research in the sense that the researcher is directly involved in the research setting and in the experience itself and has direct impact on the events being studied”. These activities might be useful for the LEFLUTs, as it starts with clear steps that might encourage teachers to apply. Also, they mention that the value of action research lies in empirical and research evidence which can help educationalists to better understand and learn from their own practice through the investigation of different perspectives and rehearse and test responses to them. Thus, action research provides the “ideal approach” to reduce the problems inherent to preconceived conceptualisations of learning needs and strategies and the consequent confusion, friction and even conflict in learning settings (p.266).

Burbank and Kauchack (2003) argued that action research is a term which refers to a practical method of looking at one’s own work to check it is satisfactory. It is open ended and does not begin with a fixed hypothesis. It begins with an idea that the teacher develops, takes action, evaluates and then reflects on (p.499). The process of action research is shown in the following figure.

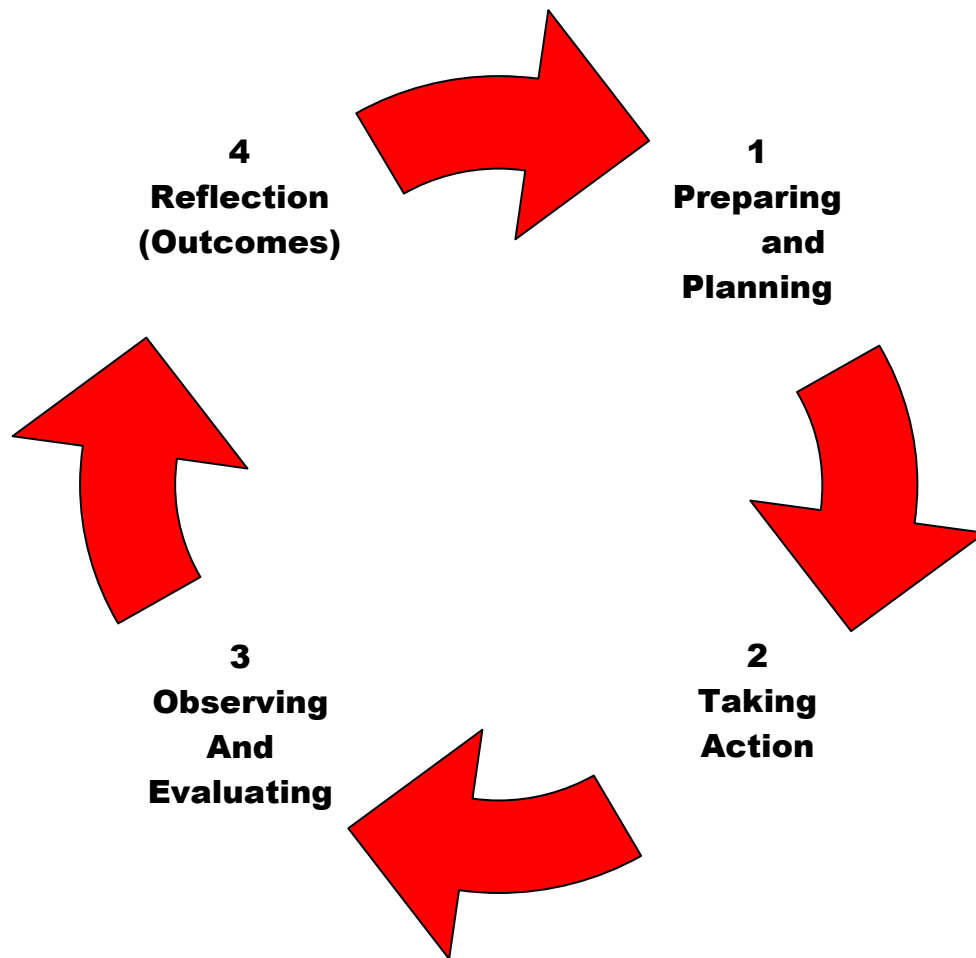


Figure 6: Process of Action Research
(Adapted from DFES, 2004)

Form of Action Research

Different forms of action research have been presented by Ferrance (2000) as the form taken depends upon the teachers involved. A plan of research can involve a teacher investigating a subject in his or her classroom, a group of teachers working on a common problem or a team of teachers and others focusing on a school- or district-wide issue (p.7).

She also proposed that developing teachers' proficiency through action research is based on several assumptions. For example, teachers need to be encouraged to examine and assess their own work and then consider working in a different ways and that teachers and educators work best on solving problems they have acknowledged for themselves, as well as helping each other in a collaborative manner (Ferrance 2000:10). According to McPherson et al (2003), action research participants "can bring about changes in their professional practice

through their involvement. Stakeholders are therefore able to maintain ownership of the research process and insure better outcomes; so practitioners are more likely to support and adopt improved professional practice when it is one of their own doing the research” (pp.88-89).

Action Research as a CPD model

Kennedy (2005) pointed out that action research as a model of CPD has been recognised as being successful in providing teachers with opportunities to ask critical and important questions of their practice (p.250). Clare et al (2000) claimed that the action research approach could improve teachers’ knowledge improvement in several ways:

- A- Teachers engage in critical reflection on specific features of their curriculum and pedagogy, they get to know their students well, interact with them, observe them and gather data.
- B- They engage critically with the research literature related to their research.
- C- They collaborate with their peers and they modify curriculum and pedagogy in ways that allow their students and meet a wide range of their educational needs (pp.117-118).

4.2.8. *EFL Teacher Training and CPD in Libya*

As explained in Chapter Two, EFL training programmes for school teachers are arranged and provided as policy, but EFL teacher training is not provided for university teachers at all particularly at the university of X. In addition, CPD programmes and activities are not provided in either the school or university sectors. Neil and Morgan (2003) clearly showed that there is no prescribed syllabus, format or policy through which CPD must be taken, and that Libyan teachers should be encouraged to develop their own interests and knowledge (pp.3-4). According to Hamdy (2007), teacher training programmes for school teachers face many organisational and managerial problems, particularly for foreign language teachers, but at least they exist.

However, in the university sector there is no clear policy encouraging teachers to take training, as universities, faculties, and department managers are encouraged to support such activities themselves, with out policy, as mentioned in section 2.5 (pp.61-62).

4.3. Relationship between PCK, CPD and Action Research

Shulman (1986; 1987) and several subsequent researchers found that PCK might cover all the knowledge required by teachers. Van Driel et al (2001) concluded their PCK study by stating that “PCK is an appropriate framework for the design of teacher education programs and development. Already, PCK has been used to describe and develop such programs at all levels” (p.984). Verloop et al (1998) showed that in order to develop PCK, teachers need to “explore instructional strategies with respect to teaching specific topics in practice” (p.671). Ball, (1993:p.375) and Lampert (1992:p.299) highlighted that knowledge required changes with time and context, therefore teachers should learn to adapt to changes. Sowder (2007) expressed the need for teachers to “develop the ability and habit of reflecting on practice” (p.198). Bell et al (2005) reported that:

“Through CPD, teachers can review, renew and extend their commitment as agents of change to the moral purposes of teaching through which they can acquire and critically develop the knowledge, beliefs, skills and emotional intelligence important to excellent professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives” (pp.4-5).

Davis (2003) showed that “CPD can be a way for teachers to be aware of their learning and can provide a situation in which teachers can cultivate this learning as a process” whereby they can assess and improve their own PCK (p.25). Clare et al (2000: pp.117-118) highlight the point that action research as part of CPD could improve teachers’ knowledge development through several elements:

A- Teachers engage in critical reflection on specific features of their curriculum and pedagogy, they get to know their students well, interact with them, observe them and gather “data”; **B-** They engage critically with the research literature related to their research; and **C-** They collaborate with their peers and they modify curriculum and pedagogy in ways that allow them to meet a wide range of their educational needs (pp.117-118).

4.4. Chapter Summary

We have learned from the three previous chapters about the emergent research issues such as lack of training and professional development within the national universities in Libya. These chapters have highlighted the educational and cultural influences likely to influence LEFLUTs, such as the suspension of English language, impact of age and gender among teachers and their traditional approaches of teaching and learning. This chapter has set the scene for consideration of the aspects of teachers' knowledge to be investigated drawing on Shulman: types of teachers' knowledge, pedagogical content knowledge (PCK), continuing professional development (CPD), CPD models and action research as a model of CPD. It provides ideas about the significance of applying CPD activities for the LEFLUTs as part of the current research theoretical framework. This chapter focused on linking these notions of PCK, CPD and action research to the main research questions and interests. In other words, this chapter raised more important points to explore among LEFLUTs, among them the relationship between what knowledge LEFLUTs have and the way they present in the classroom. The following chapter, Chapter Five will present the development of the research tools within the methodological framework and the procedures by which this research was conducted.

5. Chapter Five: Methodology of the Investigation

5.1. Introduction

This chapter reports the methodological steps and procedures which took place in the process of this research. This chapter presents my research approach, why it is applicable to be used among LEFLUTs and how the research tools, scenarios & semi structured interviews, were developed. This chapter also presents the research participants, difficulties, considerations of other research tools and ethical issues.

5.2. Qualitative Method of Research

As mentioned above, a qualitative research method through scenarios and semi-structured interviews has been chosen as the main research tool for this research. Since the process of qualitative research supports the researcher in gathering valuable data and findings, it will help to understand the situation of LEFLUTs. Strauss and Corbin (1990) reported that qualitative research is generally defined as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (p.17). Bogdan and Biklen (1998) add that "qualitative research is conducted in the natural world, and uses multiple techniques that are interactive and holistic. It allows for the collection of data that is rich in description of people, the investigation of topics in context, and an understanding of behaviour from the participants' own frame of reference"(p.10).

Also, Davis (1995) shows that the qualitative research is emergent rather than "tightly prefigured" and is fundamentally interpretive (p.429). Holliday (2005) states that there is an assumption that qualitative research is "going to be 'open-ended', to look deeply into the participants' behaviour within the specific social settings" (p.5), and Best and Kahn (1998) noted that qualitative research

involves watching and asking, and aims to describe events and persons in detail without the use of any numerical data (p.6).

Moreover, Gubrium *et al* (2000) state that qualitative research is often the only means available for collecting sensitive, valuable and valid data (p.499). Shank (2002) described qualitative research as “a form of systematic empirical inquiry into meaning” (p.4), while Lincoln (2000) stated that qualitative research involves an “interpretive and *naturalistic* approach. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (pp.3-4). Additionally, Berg (2004) reports that qualitative research “provides the framework to explore, define, and assist in understanding the social and psychological phenomena of organizations and the social settings of individuals” (p.11). Flick (2002) argues that qualitative research is useful for exploring “why” rather “how many” (p.4). Sulkunen (1987) claims that qualitative research is often “used for the study of social processes, or for a study of the reasons behind human behaviour, or as Wikipedia puts it: the why and how of social matters, more than the what, where, and when that are often central to quantitative research” (p.19).

5.3. Reliability, Validity and trustworthiness in Qualitative Research

Stenbacka (2001) describes the notion of reliability as one of the quality concepts in qualitative research which needs “to be solved in order to claim a study as part of proper research”, as she viewed reliability in a qualitative approach to research as “generating understanding” (pp.552-553). Lincoln and Guba (1985) claim that “dependability” in qualitative research, which closely corresponds to the notion of “reliability”, can be achieved by an “inquiry audit” as one measure which may enhance the dependability of qualitative research” (p.45). Best and Kahn (1998) add that reliability is the degree of consistency that a tool or data collection procedure demonstrates, while validity is the quality of the data collection procedure that enables it to measure what it is intended to measure (p.17).

Also, McMillan and Schumacher (2006) reported that validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world (p.90). Denzin & Lincoln (2000) showed that the issues of validity and reliability in qualitative research correspond to the criteria of truthfulness - credibility to internal validity, transferability to external validity, dependability to reliability, and conformability to objectivity (p.117). This study attempts to consider and present the “trustworthiness” of the research data collection tools, and therefore its findings, by respecting and applying the issues of validity and reliability in qualitative research.

I have tried to ensure reliability and trustworthiness by following best practices in qualitative research, such as reflexivity to clarify my position as a researcher. Nightingale and Cromby (1999) showed that reflexivity “requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining 'outside of' one's subject matter while conducting research. Reflexivity then, urges us "to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research (p. 28).

Willig (2001) showed that reflexivity has two types: (A) Personal reflexivity which involves reflecting on the way in which our own experiences, interests , values, political commitments, wider aims in life and social identities have shaped the research. Not only this but it also involves thinking about how the research may have affected and possibly changed us, as people and researcher. (B) Epistemological reflexivity which encourages us to reflect upon the assumptions about the world and the knowledge that we have made during the course of research. It also helps us to think about the implications and significance of such assumptions for the research and its findings by asking “how (p.32). Also, this research considered the issue of positionality in designing appropriate tools for collecting data. This issue is discussed in detail in the ethical section 5.7.

5.3.1. *Consideration of other Research Tools*

At first sight, it may seem more empirical to have used a quantitative approach, however with the situation in Libya of small numbers of English teachers unfamiliar with this kind of research and as I didn't have access to other universities, I felt I could overcome cultural challenges to research better by using a qualitative approach. I therefore concluded that if I handed out questionnaires among LEFLUTs who have strong cultural influences and poor research experience, everybody may be suspicious of it and they may answer just for the sake of answering. In other words, I surveyed and considered all research tools before I decided what is culturally appropriate for conducting this research.

In addition, my research aimed to look at the variation of practice of LEFLUTs in the classroom which was likely to vary to the extent that, if I had used a quantitative approach, were by people give answers on the scale of one to ten or tick YES/NO boxes, it would not actually have captured the details of variation that the research wanted to explore. I also decided that for this research classroom observation would not be useful, as It was much better to ask the LEFLUTs to interpret what they would do in class in response to given scenarios. The teachers would therefore be more comfortable because then they were articulating their responses rather than demonstrating them. And because I had specific scenarios, I was controlling what they had to respond to. In other words, if I observed the classes, I would not know what I'm going to see. Also I knew that according to Libyan culture, it may be very difficult for teachers to accept someone observing their classes or asking questions, particularly with teachers of different age and gender. The following section shows the research main tools.

5.4. Research Tools

As mentioned above, the qualitative research method was chosen as the main mechanism for data collection and analysis processes with six specially-designed scenarios and semi-structured interviews used as the main tools for gathering the qualitative data. The method to be used with these scenarios was to ask the participants what they would do in potential situations. It was anticipated that there would be some differences between what participants say in the interviews and what they say they would do in the scenarios, and these tools should be able to gather this. The tools are presented as follows:

5.4.1. Scenarios

Applying or designing scenarios for use as a qualitative data collection tool is discussed by various researchers such as Hill (1997) who noted the use of typical scenarios in pictorial or written forms, intended to elicit responses (p.177). Hazel (1995) explained that scenarios or situations give concrete examples of people and their behaviours on which participants can offer comment or opinions (p.2). Also, Hughes (1998) pointed out the usefulness of “stories about individuals, situations and structures which can make reference to important points in the research of perceptions, knowledge, beliefs and attitudes” (p.381). Carroll *et al* (2006) added that employing scenarios in data collection is “visionary” and provides researchers with a closer look at their cases (p.45). The specially-designed scenarios will help me to investigate teachers’ knowledge, views and the cultural influences that affect their decisions in classrooms of the kind discussed in chapter two and three. This will give this research an understanding of the kinds of knowledge and familiarity they have. In other words, these scenarios are designed to investigate the different kinds of knowledge that LEFLUTs have, based on Shulman’s’ six categories of teachers’ knowledge, as discussed in 4.1. The scenarios will also indicate the kind of knowledge based on cultural views and beliefs. In order to explore these concerns and aims deeply, six scenarios have been designed which cover six typical areas of particular difficulty, derived from existing EFL teaching situations in the LEFLUTs context. They are also based on the researcher’s

personal knowledge as a university EFL teacher in Libya and the researcher's personal familiarity with the teaching and learning situations in Libya. These scenarios aim to investigate the kind of language teaching models and the kind of knowledge presented in chapter 3 and 4, particularly the kinds of teachers' knowledge among the LEFLUTs at the University. The participants are free to choose which of the six scenarios they respond to.

Of the scenarios, two are grammar scenarios (**Scenarios Two and Six**), because there are number of existing theories, methods, and even methodologies about teaching and learning grammar as EFL. The aim of these scenarios is to investigate the range of views, concepts and understandings of how English grammar is presented in Libya. Various LEFLUTs might have different ideas, expectations, beliefs and even knowledge of how grammar is, or should be, taught and learned. Also, Chapter Three presented the contextual background of EFL teaching at the university level, and indicated the reasons for two groups of teachers (OGT & NGT) having different practices and experiences. To explore this difference, the scenarios were devised to cover typical areas taught by both groups. This section presents the scenario topics to illustrate the format and the areas of knowledge/practice/difficulties investigated. They include grammar, listening, pronunciation, writing, reading, vocabulary and linguistics.

The following scenario is an example of one of the six. This scenario addresses one of the existing situations among LEFLUTs who face challenges in regard to the large number of students and different views and practices of teaching.

Scenario Six

"This is a fourth-year university EFL classroom of 54 students in a grammar lesson. The teacher realises that her students still have difficulties with tenses, such as past perfect and future tense from their previous year. The teacher also finds that her students have to memorize the forms of most tenses during exam times. The teacher strongly criticises her students' level and starts a new grammar lesson. The students face difficulties in understanding their new grammar lesson on tenses. What would you do? Why?"

This scenario addresses one of the existing situations among LEFLUTs who face challenges in regard to the large number of students, different views and practices of teaching.

scenario (**Scenario One**), because there are number of existing methods, methodologies, knowledge and influences about teaching listening and pronunciation in Libya. So I wanted to investigate the range of ideas on how teaching listening and pronunciation is understood by LEFLUTs (OGTs & NGTs) in the university setting In practice, some LEFLUTs (OGTs & NGTs) may have different knowledge or beliefs of how listening and pronunciation should be taught and what instruments they feel should be used to teach it. For all the reasons detailed above, **Scenarios Two and Six** concern grammar, **Scenario Three writing**, and for as EFL; so I wanted to investigate the range of views, experiences and responses of how teaching writing is offered in the Libyan university EFL classrooms; especially as some LEFLUTs at the university of X may have different, knowledge and views about, and even justifications for, how and why they teach such a skill.

In addition, I have chosen a reading and vocabulary, **Scenario Five**. because there are a number of existing ideas, methods, understandings and methodologies about teaching and learning reading and vocabulary in Libya. So I wanted to investigate a range of views and responses on how reading and vocabulary are presented in Libya, particularly as some LEFLUTs at the University of X may have different beliefs about, or reasons for, how and why they teach reading skill using a particular methodology. Finally, I chose **Scenario Four** because I wanted to investigate the range of views and responses of how linguistics is presented in Libya, particularly because some LEFLUTs at the university of X may have little experience, or different experiences and understanding, of teaching and even learning linguistics. All the scenarios are presented in Appendixpp....-....

Consequently, the designing of these six scenarios will allow me to explore perceptions of the pedagogical practice and knowledge of teaching among the participants of this research. This will link in to the views about methods of teaching and theories of learning presented in chapter 3 and the main research questions presented in 5.1.

5.4.2. *Semi-structured Interviews*

Kvale (1996) defines interviews as “an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasises the social situations of research data” (p.14). Cohen *et al* (2000) reported that through interviews, interviewees are able to discuss their awareness and interpretation in regards to a given situation. It is their own expression of their point of view, as “the interview is not simply concerned with collecting data about life: it is part of life itself, its human ‘embeddedness’ is inescapable” (p.267).

David and Sutton (2004) showed that there are different types of interviews, such as structured interviews, semi-structured interviews and unstructured interviews (p.86). They defined semi-structured interviews as “non-standardized and frequently used in qualitative analysis; the interviewer does not do the research to test a specific hypothesis” (p.87). In addition, Bertrand and Hughes (2005) showed that the semi-structured interview is more controlled by the interviewer. “Instead of a checklist, interviewers work from a script of proscribed questions, called an interview guide” (p.79).

Corbetta (2003) added that through semi-structured interviews the interviewer is free to conduct the conversation as he/she thinks fit, to ask the questions he deems suitable in the words he/she considers best, to give explanations and ask for clarification if an answer is not clear, to prompt the respondent to elucidate further if necessary and to establish his own style of conversation (pp.270-271). This research used semi-structured interviews as a second research data collection tool to help me investigate further the participants’ views about their teaching situations, their experiences, and suggestions for the sort of activities they are looking for. My aim in applying this tool is to ensure that I have studied the range of circumstances and situations among the EFL teachers at the University as far as possible. This research used four semi-structured interview questions in order to determine which scenarios interested the participants, the participants’ previous and current teaching experiences, and their reactions, responses and anticipations about development and areas of focus.

Finally, the semi-structured interviews will help me discover more information about the participants' awareness, concerns or suggestions for their university (See Appendix B, for full details of the interviews).

5.5. The Research Participants

The participants are 18 Libyan participants teaching at the University of X. 11 of them (9 males and 2 females) hold PhDs and 7 (5 females and 2 males) hold MAs. The PhD participants all achieved their degrees in either the UK or the USA and the MA participants all achieved their degrees in Libya. Table 5 shows detailed information about the participants' profiles with years of experience, generation, degrees, place of their degrees and the scenarios they responded to. All 18 participants also responded to the interview questions.

Table 5: Participants' Profiles

Coded Names	Degree & place	Years of Experience And TS Generation	Numbers of Scenarios
M1	PhD. UK.	22 years. (OGT)	1, 5 & 6
M2	PhD. USA.	25 years. (OGT)	1,2,3 &4
M 3	PhD. UK.	18 years. (OGT)	2,5 &6
M4	PhD. UK.	19 years. (OGT)	1,2,3,4,5 &6
M5	PhD. USA.	15 years. (OGT)	2,3,4 &5
M6	PhD. UK.	18 years. (OGT)	2,4 &6
M7	PhD. UK.	16 years. (OGT)	1,2, &3
M8	PhD. USA.	30 years. (OGT)	2,4 &5
M9	PhD. USA.	10 years. (NGT)	1,2 &5
F10	PhD. UK.	22 years. (OGT)	2,4 &5
F11	PhD. UK.	21 years. (OGT)	1,2,3,4,5 &6
F12	MA. Libya.	11 years. (NGT)	1,3 &5
F13	MA. Libya.	9 years. (NGT)	3 &5
M14	MA. Libya.	5 years. (NGT)	2,3,4 &5
F15	MA. Libya.	9 years. (NGT)	1,3,4 &6
F16	MA. Libya.	12 years. (NGT)	1,3 &5
M17	MA. Libya.	15 years. (OGT)	2,3,4 &5
F18	MA. Libya	11 years. (NGT)	2,4,5 &6

It may be important to note that the range of participants covers different generations, and some of them also have different background knowledge. See Appendix B for more details about each participant).

5.6. Data Collection

This stage came after I applied for and received ethical approval from the University of Glasgow to collect my data through scenarios and semi-structured interviews. I then travelled to Benghazi, the second biggest city in Libya, where the University of X is situated, as it is the place of my data collection. Before I started inviting participants, I applied for and received the University of X's approval to invite volunteers from the English Department of the Faculty of Education and Arts. I then started presenting my plain language statement and consent form to the volunteer teachers, and ensured that they understood the purpose of their optional participation. After that, I started collecting data from the teachers both inside and outside the university.

5.7. Ethical Issues and Positionality

Bassey (1999) explained that ethical considerations are significant for any research that deals with real people in real world situations (p.19). Bell (1999) emphasised that a researcher must identify and be guided by ethical protocols throughout the research process, and that common sense and courtesy are invaluable in establishing good research practice (p.119). May (1997) warned that neglecting ethical protocols not only harms participants, but may also affect the researcher as well (p.55). In discussion the work of Greenbank (2003) on positionality in educational research, the University of Strathclyde Humanities and Sciences website has some relevant points for the researcher: "your age, gender, sexual orientation, religious beliefs, political views, personal experiences (e.g. as a child or a parent), your professional lived experiences might all be of importance and relevance".

As a 31 year old male, heterosexual, Libyan Muslim who has lived under the political pressure of recent decades in Libya taught EFL at a Libyan university and spent years in Scotland as a researcher, I was fully aware of the similarities and differences I had with the participants of my research. Even though it might be imagined that I would have no difficulty, as I understood the culture, still there was the issue of how participants viewed me as an educational researcher

from a foreign university that might cause potential social and professional problems by participating in this research.

In this research I fully considered all aspects of the ethical issues among LEFLUTs, by respecting the cultural context of age and gender of the LEFLUTs. For example, I was fully aware of issues concerning collecting data with female participants. After they agreed to participate, I ensured appropriate behaviour in consideration of the relationship between man and woman in Libyan culture. I also ensured appropriate cultural awareness by giving all participants a complete choice of time and place for their participation and was also very careful to not to publicise their responses and names. Therefore, during the data collection and analysis, I ensured that the names of participants were fully coded so that no one could identify any of them. In addition, the original responses to the scenarios in their handwriting and interview tapes were not presented in the thesis.

5.8. Research Difficulties and Notes

It is important to point out about the difficulties faced during the research and some notes that were made during the data collection process. These difficulties can be summarised under the following points:

- The first difficulty I had was finding the person in charge of approval at the University of X. I had to go to the most of the administration offices to try to get the university's approval to collect data from the teachers, and one of the officers told me that he had never heard of such an approval letter before.
- During the process of data collection, many of the participants asked me similar questions, such as "how many participants took part in your research?", "who were they?", and "how did they respond to the scenarios?" I could not answer their questions due to ethical and privacy concerns.
- During the process of presenting the proposal of my research to the participants, I noted that some participants did not know the terms PCK

and CPD. Even after I explained what CPD means, one particular participant said to me that he had only experienced only teacher training programme in that regard, and he has never heard of CPD before. To be truthful, before I came to study in the UK I too had never heard of CPD because it is not widely used in Libya.

- I found it hard to collect data from the female participants due to cultural and religious restrictions; this particular point meant that some female responses were short and concise. Also, according to Libyan culture, many teachers preferred not to be asked more questions or for clarifications.
- As was shown in Table 5, 18 teachers agreed to participate in my research. Some of those teachers responded to the scenarios and interviews in the same day of appointment while others took a few days to respond to the scenarios first, and then we arranged another appointment for the interviews.
- I found it difficult to get appointments with some teachers, and some of them gave me three appointments but did not keep them due to their very busy teaching schedules. Two of the male participants even gave me appointments after 11pm and said that was their only availability.
- Some participants tried to express and talk about things beyond the interview questions, and hesitated in expressing what they wanted to suggest.
- Some teachers spent a long time before deciding to participate with the research, and one of my invited participants refused to participate only at the last minute because he found out that another particular person was participating.
- The age of some participants was another difficulty, as according to the Libyan beliefs and culture, older people should be respected, which made it difficult to have free discussions with them and so it took a long time to get to what I was looking for.

- Another difficulty was with the voice recording, and some teachers (mostly females) hesitated after they saw in the consent and plain language forms that their voices would be recorded. During one meeting, one of the female participants phoned her husband to make sure that he would agree to me recording his wife's voice. Another female participant asked me to swear to destroy her recording after I had finished my study.
- The final difficulty I have faced was that participant number **19** changed his mind after he had finished the scenarios and interview recording and asked me to give him the scenarios and tape back. I fully respected his decision and did as he requested.
- The process of data collection took about 8 weeks.

5.9. Data Analysis

Patton (2002) showed that content analysis is “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (p.453). Mayring (2000) showed that content analysis is “an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification” (p.2).

Hsieh and Shannon (2005) added that qualitative content analysis is “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (p.1278). Also, Schilling (2006) mentioned that qualitative content analysis is most often used to analyse interview transcripts or any written responses in order to reveal or model people's information related behaviours, thoughts or knowledge (p.35). Schamber (2000) added that content analysis is an observational tool for identifying variables in text and an analytical tool for categorisation (p.739) (see Appendices A1 and B for detailed information about the scenarios and interviews analysis).

After the data was collected and I had ensured that I had all the participants' signatures, I returned to the UK to start the data analysis process. The first step was to scan all the scenario data, and ensure that all data were saved on CD. After that, I transcribed all the interview data and ensured that all the original tapes were saved properly. Then, after supervision meetings in which I gave my supervisors an in-depth understanding of the collected data, they helped me to create an analytical themes, questions in five stages to compare the scenario data with; and they also helped me to elicit and summarise the findings from the interviews responses according to the main aims of my research. This approach of analysing the scenarios and interviews involved the qualitative content analysis method, which is widely used for this type of research, and it helped to obtain clear images of the participants and the EFL situation in Libya.

5.10. Chapter Summary

This chapter presented the research approach, the main research tools (scenarios and interviews) and the methodological procedures and actions that took place in my research methodology. These steps were used to investigate and explore the decision making among 18 LEFLUTs from two generations of teachers: OGTs & NGTs. This chapter also presented the difficulties such as age and gender of the participants and getting appointments with participants that emerged during the process of data collection. The next chapter presents and shows the data analysis and findings of the scenarios and interviews.

6. Data Analysis and Findings for the Scenarios and Interviews

6.1. Introduction

Further to what we have learned and discussed concerning literature and methodology, this chapter presents the data analysis and subsequent findings of the scenarios and interviews that provide evidence for the influences on the classroom practice for the LEFLUTS. This will be through five phases to give a gradually clearer picture of the responses of the 18 participants. This chapter will be presented into two main parts: (1) scenario analysis (2) interview analysis.

6.2. Scenario Analysis

As seen in chapter five, there are six specially designed scenarios, each of which presents a classroom situation: grammar (passive & active voice), linguistics, listening and pronunciation, reading and vocabulary, writing, and Grammar revision. Each phase of analysis was constructed on the basis of the analysis and findings from the previous phase. This theoretical feedback loop increased the sensitivity of the instrument to the phenomena under investigation. The first phase was an initial investigation. This led to examination of further evidence of similarity and difference in the groups, followed by evidence for teaching models, evidence of types of knowledge and a final question: 'is it the teacher or the scenario which causes the source of the difficulties?'

6.2.1. Phase 1: Initial Investigation of Scenario Responses

Phase 1 of the analysis investigates the responses of the participants according to their identification of the problems, their proposed solutions based on their teaching knowledge and experience, and what their selected methods and teaching strategies reveal about the influences on these responses.

- *What do they think the problem is?*
- *What does the teacher think is the reason for mistakes?*
- *What does the description of their plan indicate about their knowledge of how to teach this skill?*

Example of the Phase One Findings: Listening & Pronunciation lesson

Scenario One

“This is a second-year university EFL classroom of 60 students in a listening & pronunciation lesson. The teacher starts his lesson by asking the students to read the text aloud to each other. The students ignore listening to the right pronunciation and focus on reading aloud to each other. They make several mistakes with word stress when pronouncing long words, such as comprehension, supplementary and enthusiasm. The teacher pronounces these words loudly and asks his students to continue listening to their loud reading. Then the teacher realises that the students are still making pronunciation mistakes. What would you do? Why?”

- What would you do?

M1 (OGT) said:

“I think it is difficult to teach a class of sixty students listening and pronunciation, I have to divide them into two groups of 30s which is the capacity of any language lab. Reading aloud to each other is not valid; because who guarantees that students reading correctly. I have recorded the passages for them, and they listen and repeat .they can correct their mistakes by recording their voices and listen again and compare their to that of the teacher”

- Why?

“To teach such skills you must have small groups. Practice plays an essential part in teaching such skills. The teachers have to make sure that each student has participated in reading the passage”

M1 thinks that the students need a model. He thinks he can provide a model that the students can copy and listen to by themselves. Also, he showed an interactive way to allow students' involvement in the class, and guiding students through the process, which the teacher thinks will help them because students can look at their own performance and compare it with a model.

In other words, the solution and choice of teaching offered by M1 teacher is a practical suggestion to get them to copy and repeat for practice. The student is repeating language and focusing on form, not meaning, but it is more exploratory than the repetition approach. In that sense, it is more likely to result in some beneficial 'noticing', which may lead to a change of, or confidence in, pronunciation. This approach may also be useful for larger groups of students, as they can apply this model outside the class. Also, teacher M1 used well-tried and tested ideas in listening & pronunciation lessons, based on sequential activities in a linked-up strategy. His approach is totally different from the strategy employed by the Scenario One teacher, which suggests evidence for M1 displaying both awareness of different ways of approaching the lesson and a principled approach in responding to that difference in classroom situations.

F11 (OGT) responded to this Scenario as follows:

- **What would you do?**

"This lesson would probably not occur even in Libya. the teacher would have some input (tape, CD or TV programmes) where students would listen in order to answer some questions (main ideas, details, another points of views, etc) then the tape or with teacher as a model, students should listen to pronunciation of words, phrases, attempting plus model, stress, etc"

- **Why?**

"The newer graduation of teachers who teach listening and speaking are the newly graduated teachers [means MA students]. Two seniors staff members have been responsible for advising with materials and methodology, and the have the final say" (gloss mine)

F11 thinks that the students need to listen, to answer some questions such as main details, author's point of view etc.

Then with a tape or teacher as a model listen to pronunciation of words, phrases, and to attempt to produce this with the required stress etc. This approach to teaching represents something similar to the Libyan version of the direct method, as mentioned in Chapter Three. She feels the students need to go through a series of activities based on following a model. So F11 also used an approach based on principled stages of learning.

By contrast, **M9 (NGT)** showed a completely different strategy:

- What would you do?

“More reading practice and students should read aloud to each other more than three times.”

- Why?

“I believe that is the proper way of teaching listening comp”

So, M9 thinks that in order to learn listening, students need to have more reading practice through reading aloud to each other. This approach to teaching is based on repetition and the traditional Libyan way as discussed in chapter three. M9 suggested only students reading aloud, in contrast to the informed responses from M1 and F11 above, this approach appears to be based on personal belief. This is common in traditional Libyan models of teaching. There is no evidence here of an analysis of the causes of the problem.

The response of **M7 (OGT)** to this same Scenario illustrates another traditional Libyan method:

- What would you do?

“Explaining the stress patterns of the words and their significance in pronunciation”

- Why?

“The Libyan students tend to shy away from pairs or reading aloud”.

The **M7** teacher thinks that students need to understand the structure and stress of the words, which is the Libyan version of the grammar translation method. **M7** did not wish to consider the underlying causes of the problem, but referred to cultural norms: students prefer not to read aloud.

F16 (NGT) responded thus to this Scenario:

- **What would you do?**

“Ask students how native speakers pronounce words. Ask students to pronounce some words. Then give more explanations and corrections. Finally, students read to each other”

- **Why?**

“The EFL students should have a longer time to practice and they should have time to compare or follow”

F16 teacher thinks that the students need to learn how native speakers pronounce words. She preferred giving more explanations and then having students read to each other. **F16** had a series of stages in her plan to allow practice, but again, the focus remains on form, offering correct pronunciation.

In contrast to the responses above (teaching strategies varying according to the situation, or the traditional Libyan approach), the responses of some participants, to the same Scenario, are highly individual. For example, the **F15 (NGT)** suggested students should drill words:

- **What would you do?**

“Keep drilling the correct pronunciation with students and correcting students’ pronunciation mistakes.

- **Why?**

“Although it is important for students to pronounce correctly”

F15 thinks that the students need to repeat and repeat the correct pronunciation in a drilling manner. This method of teaching seems related to the audio-lingual method, displaying her personal understanding of how listening and pronunciation should be taught. F15 did not extend her view of teaching listening and pronunciation, she only focused on drilling the correct pronunciation. Although drilling is a method traditionally favoured in Libya, this teacher does not demonstrate any justification for using drilling in this situation, whereas the previous two responses demonstrate at least an attempt to address the problem of pronunciation by means other than simple repetition. Also, she did not show any pedagogical steps of teaching such a lesson.

Scenario 4 also offers some useful examples at this Phase one stage.

Another Example of the Phase One Findings: Linguistics lesson

Scenario four: Linguistics

This is a third -Year University EFL classroom of 65 students in a two-hour linguistics lesson on word roots. The teacher starts the lesson by describing the information as provided in her material. The students do not interact with their teacher's explanation and find it difficult to understand their lesson. The teacher continues her lesson explanations and asks her students to do the exercises individually. She gives them additional time to read the lesson again and do the practice individually, but most students cannot answer the exercises.

Out of 18 participants, 11 responded to this particular scenario. For example, **M8 (OGT)**:

- **What would you do?**

"I would show the students the difference between Arabic and English morphology, morphemes and their functions. These should be explained in Arabic as much as possible. English morphology, it is much easier for students. Students will not find it difficult to understand"

- **Why?**

"English morphology is based on prefixes and suffixes".

M8 thinks that the students need to learn the difference between Arabic and English morphemes. This draws on the grammar translation method, as he preferred focusing on the contrasting structures of the two languages. **M8** did

not present any further steps of the lesson apart from mentioning showing the difference in structure between the two languages. His confidence in the ability of students to comprehend the teaching point from his explanations only is suggestive of a teacher-centred approach. This is in contrast to the following response which appears to show more consideration of the problems students may face and diverse strategies to address them.

F11 (OGT) teacher responded as follows:

- **What would you do?**

“I would provide many examples (different from those in the text) on the board and Ask students to discover the roots as distinct to prefixes and suffixes. Asking students to think of other words containing the same roots found on the board. Asking students to complete the exercises in pairs”

Why?

“Morphology is a difficult subject; therefore, the teacher needs to go slowly throughout students discover meanings and derivational rules themselves, they will learn much better and retain this knowledge longer than if it was memorised from texts”.

F11 favours providing many examples on the board and encouraging students in discovery learning and working in pairs, as she thinks that discovery learning could help students to retain their knowledge. This is an interactive approach to teaching. She feels the students need more learning activities to discover from examples and provides a detailed explanation of each and every step. This approach also seems to show consideration for the benefits of peer learning - where students may feel more comfortable in discussing their incomprehension of particular points and therefore this can lead to greater comprehension. This approach is somewhat similar to the response of the next teacher.

M14 (NGT) responded as follows:

- **What would you do?**

“The teacher should divide the students into groups. Students should be encouraged and involved into discussion Exercise could be done either in pairs or groups”.

- Why?

“When students discuss they can easily learn from each other”.

The teacher seems to think that the students need more exercises and discussion in pairs or groups. He feels the students need more encouragement, activities and discussion. M14 has a clear idea of how his students will learn, although he does not give much detail for presenting such a lesson.

Emergence of Three Groups in this Phase of Analysis

After applying the three Phase one themes of analysis to the data from all the scenarios, it has been revealed that the participants displayed different ideas, understandings and choices of teaching when responding. Key concepts of this phase of analysis are: identification of the problem in different classroom situations, and theoretically connected or theoretically disconnected understanding of how to teach this skill among participants.

At this stage it possible to suggest that there are three groups of participants.

- Group one, all OGTs, typically made up of participants M1, F10 and F11, chose to apply varied methods and strategies for teaching to suit each lesson scenario they responded to. These teachers displayed a particular understanding and consideration of the connected steps necessary in teaching a particular lesson in all the scenarios in which they participated. For example, the F11 teacher showed a range of teaching methodologies and methods for each of the six scenarios according to the type of each one. The primary characteristics of this group may be described as high-level awareness of pedagogical requirements of different classroom situations.
- Group two, mixed OGTs & NGTs, typically **M2, M4, M6, M7, M9, F12, F13, M14, F16, M17 & F18**, chose to follow the traditional way of

teaching in Libya as discussed in chapter two & three. This is to use one particular framework to teach all the different lesson scenarios.

According to the scenarios they responded to, these teachers displayed different levels of ability in their identification of the problem, in their understanding of that problem and in the coherence of their plan. As this way of teaching was sometimes appropriate to the scenario and sometimes not, the primary characteristics of this group may be described as medium-level awareness of variation in approach to classroom situations and thoroughness of planning in their pedagogical response to these situations.

- Group three, mixed OGTs & NGTs, typically **M8**, **M3**, **M5** & **F15**, showed completely different interpretations of the lesson scenarios, and even of thinking about how to approach this interpretation, to the two other groups of participants. They responded according to what they thought would be useful according to their own personal way of teaching. The primary characteristics of this group may be described as low-level awareness of difference in classroom situations and in responding with a set approach they risk pedagogical incoherence.

I have described the membership of these three groups as ‘typical’ because of the dynamic nature of this membership. Most of the teachers, in the analysis of most scenarios, could be classified into a specific group. However, in the analysis of some scenarios there was movement between groups two and three and back, while only two teachers, **M4** (OGT) and **M17** (NGT), sometimes moved into group one. The classification of all the participants in the three groups and the movement between groups is shown in Table A2.3.1 for this membership and movement).

The LEFLUT participants in this phase displayed three types of views, identifications and even solutions. The evidence in the responses of the above examples shows the group one teachers displaying both awareness of difference and coherence based on principles in planning a response to that difference in classroom situations. It shows group two teachers using strategies based on personal belief, coinciding with traditional Libyan models of teaching, with perhaps some accompanying explanation. And it shows group three teachers

using strategies, based on personal belief (traditional or not) and without evidence of analysis of the causes of problems. As the responses of the LEFLUTs to these teaching scenarios may reflect the diversity of their teaching expectations, background, choices of teaching strategy, and existing knowledge, the analysis of Phase one is an opportunity to go deeper. Therefore, Phase two will group and investigate the participants' responses according to more themes of analysis.

6.2.2. Phase 2: Further Evidence of Similarity and Difference

In order to get a deeper understanding and investigation of the phase one findings and extracted information, this phase will categorise and investigate all the scenario data according to the following themes of analysis:

- A. Participants who have the same definition of the problem as each other and the same solutions*
- B. Participants who have the same definition of the problem as each other but different solutions*
- C. Participants who have different definitions of the problem from each other but the same solutions*
- D. Participants who have different definitions of the problem from each other but different solutions*

Example of the Phase Two Findings: Passive and Active Voice lesson

Scenario two

This EFL university teacher is teaching 55 third-year students in a two-hour lesson on passive and active voice (Grammar). The teacher starts the lesson reading from her chosen grammar material which involves a few practical examples. During the lesson, the teacher keeps reading from what is provided in her chosen material. The students cannot identify the rules and structures of passive and active voice from their teacher's reading. What would you do? Why?

Identification of the four themes - with examples

- A. Participants who have the same definition of the problem as each other and the same solutions

F10 and F11 (Group one, OGTs) out of 12 participants who participated in this scenario gave the same definition of the problem and the same suggestions for solving it. F10 suggested:

- What would you do?

“This is not grammar teaching. I would first ask the students to underline the verbs which have the structures of the passive (give them examples) then I will use the inductive an approach i.e. the learners induce the rules from the examples”

- Why?

“Grammar should be taught in context and learners should be given the chance to think”

F10 thinks that the students need more practical step-by-step examples, such as underlining verbs, and understanding rules through context. Also, F10 preferred asking students to underline the verbs, added more examples, and helped students to identify the rules from the examples, and she also she thinks that grammar should be taught in context. F10’s approach drew on the inductive process of teaching passive and active voice.

F11 (Groups one OGT) suggested that:

“Many Libyan teachers would re-read from their chosen materials. I would provide students with authentic text. Having students find examples of active and then passive voices, Helping students to understand the difference between passive and active, discussing the function of passive and active. Learning discovery where students practice and understand the use of passive and active voices through practicing and discovering their function. Grammar should be contextualized”.

- Why?

“This would be important in order to discuss their functions-what they do in a sentence and why they are used. I would write the examples on the board in the table to show the various tenses used. They’d be asked to do homework when they find some text that include examples of the passive”

F11 thinks that the students need more practical examples and activities through authentic text, having students understand the difference between passive and active voice, and then discussing the function of active and passive. Like F10 she thinks that grammar should be contextualized. She seems to feel that students should be active in thinking about why examples are used in this way.

B. Participants who have the same definition of the problem (as each other) but different solutions:

6 out of 12 participants responded to this Scenario. **M3** and **M6** (Group two, **OGTs**), gave the same definition of the problem but different solutions:

M3 suggested:

“I would start the lesson by explaining more about passive and active voice with translation; Reading to students”.

▪ **Why?**

“Because my students need some Arabic explanations as introduction to the topic”

M3 identifies the problem as the students’ incomprehension of the task. His solution is to explain the theory, with grammar and translation in Arabic. This suggests the grammar translation method, a traditional Libyan way of teaching grammar.

M6 suggested:

“I would give the students more time to do the task. I would also use Arabic to explain the instruction of the task. I would use the board to give them more examples”

Why?

“Because Arabic will save time, and some students’ English may not be good enough to understand the task”

M6 also identifies the problem as the students’ incomprehension of the task. Rather than explaining the theory, his solution is to explain the task.

C. Participants who have different definitions of the problem from each other but the same solutions

1 teacher out of 12, **M9** (Group two NGT) gave a different definition of the problem but the same solution as above. He thinks that the students need more explanation by having the title of the lesson on the board and would then do the same as the Scenario 2 teacher:

- What would you do?

M9 said:

“The first step I should do is to write the title of the lesson which is passive voice before starting explaining the lesson .I should identify the structure and then I may do what the above teacher did” [he means what was provided in the scenario]

- Why?

“Because it may make the lesson easier to students”

M9’s reason shows limited views of teaching passive and active voice, as he didn’t show an obvious strategy for presenting this grammar lesson.

D. Participants who have different definitions of the problem from each other but different solutions

3 out of 12 participants responding to this Scenario gave different definitions of the problem but different solutions to solve it.

M8 (Group three, OGT) suggested that:

“Direct method is needed. The rules should be well explained in Arabic. It is essential for the students to comprehend the syntactic change in the process of passivization, which seems to be universally similar”

- Why?

“Passivization cannot be easily understood by elementary students if facts are explained in English”

For example, the M8 teacher thinks that the students need the direct method, and the rules of passive and active voice need to be explained in Arabic. This method of teaching is more like grammar translation, the traditional Libyan way of teaching. This suggests that this teacher may have mixed his interpretation of using such methods. M8 has confused the meaning of the direct method, which is that of immersion in the target language and follows an inductive approach, having the learners find out the rules for themselves. By contrast M8 is suggesting the teaching of grammar rules, as in the grammar-translation method, which follows deductive approach.

In addition, M14 (Group two NGT) said that:

- **What would you do?**

“In grammar lessons, students should be made familiar with the rules first. In this case, the students need to recognise the constructions between passive and active using the blackboard, explaining the difference between Arabic and English in this respect. Encouraging students to do group work, providing more exercises and feedback for students”.

- Why?

“Students should be aware of the concept first then they should know it through the group work”.

The teacher thinks that the students need more practice and examples, as the teacher suggested showing the difference in construction between passive and active voices by using the blackboard, showing the difference between Arabic and English, group work, encouragement, exercise and feedback. He feels the

students need to learn grammar through steps, activities and group work. This manner of teaching is drawing on grammar translation, but takes an interactive view of teaching and learning. M14 presents a linked strategy of teaching.

This evidence continues with selected examples of the analysis of the responses to another scenario, also in the four categories of Phase two,

Another Example of the Phase Two Findings: Writing lesson

Scenario three

This is a Second-Year University EFL classroom of 70 students in a writing lesson. The teacher finds that his students fail to write a 500 word essay about the city of Benghazi as homework. The teacher criticised his students' level of descriptive writing, and starts a different writing lesson about argumentative academic writing. The teacher describes the main techniques using his chosen (established) writing material, but the students still face difficulties getting additional information from their material.

- A. Participants who have the same definition of the problem as each other and the same solutions

There were Two participants M4 and F11 (OGTs) out of out of 11 who participated in this scenario and gave the same definition of problem and the same suggestions for solving it:

Here is M4's, who reported thus:

- What would you do?

"I would stay with the descriptive essay lesson, as using the blackboard to elicit ideas from on the students how to proceed with essay writing. Next brainstorming techniques should be used to select words important to the task, then divide students in groups of 5-6 to collaborate and write the essay."

- Why?

"Because students need to be encouraged to write, getting all the help from the teacher in focusing on the main elements of descriptive writing. Moving to another lesson would not help".

M4 does not abandon the goal but adopts a pedagogical procedure of using students' knowledge and suggesting collaborative strategies to enable the students to do the task. He goes through different teaching steps, such as using the blackboard, group work and collaboration because he preferred involving his students in activities to guide them to achieve the goal.

B. Participants who have the same definition of the problem as each other but different solutions:

In the group of 11 who responded, five participants gave same definition of the problem but different solutions. They were M2 (group 2 OGT), F12 (group 2 NGT), F13 (group 2 NGT), and M14 (group 2 NGT):

The responses are exemplified by F16 (group 2 NGT) who reported:

▪ **What would you do?**

"I will not start another lesson. I will collect the main mistakes of the students and give them feedback about their products. Then I try to use group work correction and pair work correction to concentrate about all the weakness"

▪ **Why?**

"Because the writing process should be based on three stages: pre writing stage, writing stage and post writing stage"

The teacher thinks that the students need more activities, such as correcting their main mistakes, giving feedback, and asking students to work in pairs or groups.

She is also applying the stages of the pre-writing, writing, and post-writing process. F16 teacher focussed on error correction within a more communicative approach and used the pre-, and post- writing stage to reinforce the writing process itself and to give her students practice.

C. Participants who have different definitions of the problem from each other but the same solutions

Three participants gave different definitions of the problem but same solutions to solve it. From the group of M5 (group 3 OGT), M7 (group 2 OGT), M17 (group 2 OGT), here is M7's response:

- **What would you do?**

“I would do the same as the teacher did with more work, giving students more writing work until they can produce a suitable essay”.

- **Why?**

“Because they are second year students who should write an essay; they just need practice”.

M7 thinks that the students need more writing work until they can produce suitable work, as he thinks that second year students should already know how to write an essay. Also, M7 teacher did not present any strategy or steps of presenting such a lesson.

The analysis presented for these two scenarios gives an idea of the types of responses. Table 6, below, presents the analysis of all the scenarios using the four themes of Phase 2. It provides a useful summary of this section.

Table 6: Interpretations of teachers' responses

<i>The scenarios</i>	<i>Same definition of problem/same suggestions for solving it</i>	<i>Same definition of the problem but different solution.</i>	<i>Different definition of problem but same solution</i>	<i>Different definition of the problem but different solution for solving it</i>
Scenario one: Listening & Pronunciation Lesson (9 participants)	NONE	(M1-M2 F11:OGT) (F16:NGT)	NONE	(M4 - M7:OGT) (M9-F12- F15:NGT)
Scenario Two: passive and active voice (Grammar) Lesson - (12 participants)	(F10-F11:OGT)	(M2-M3- M4-M5-M6- M7:OGT)	(M9:OGT)	(M8:OGT) (M14:NGT) (M17:OGT)
Scenario three: Writing Lesson- (11 participants)	(M4-F11:OGT) (F15:NGT)	(M 2:OGT) (F 12- F 13- M14-F16:NGT)	(M5-M7- M17:OGT)	NONE
Scenario four: Linguistics Lesson- (11 participants)	(M4-F10- F11:OGT)	(M 2-M5:OGT) (F15:NGT)	(M 6:OGT) (M14:NGT)	(M17-M 8:OGT)
Scenario five: Reading and Vocabulary Lesson- (14 participants)	M1-F10- F11:OGT) (F16-F18:NGT)	M3-M4-M5- M17:OGT) (M9-F12:NGT)	F13-M14:NGT	M8:OGT
Scenario six: Grammar Lesson-(7 participants)	NONE	(M1-M4- M6- F11:OGT) (F15-F18:NGT)	NONE	M3:OGT

The LEFLUT teachers in the first category (a), who have the same definition of problem and the same suggestions for solving it, may be characterised as displaying objectivity in their understanding of the problem and response to it. This may also be linked to their holding similar theoretical perspectives on pedagogy.

Thus the teachers in (b) the second category, those who have the same definition of the problem but different suggestions for solving it, may also be characterised as displaying objectivity in their diagnosis of the problem but their differing solutions to the problem may be linked to their holding different theoretical perspectives.

Therefore this category needs to be analysed carefully, as it reflects not only the quality of the theory but also the coherence of the theory and the associated practice.

The last two categories(c) and (d) may demonstrate subjectivity. But while an individual response is arguably useful in the treatment of a problem, depending on the coherence of the link between theory and practice, it may be unhelpful in its diagnosis. Teachers must understand the nature of a problem before knowing how to solve it. Therefore, in order to obtain more ideas to connect the teachers' responses, and to go deeper into the findings of Phase 1 and 2, the process of analysis will be expanded to Phase 3. This Phase will group and investigate the participants' responses to scenarios according to deeper themes of cultural and theoretical approaches to teaching.

6.2.3. Phase 3: Evidence of Teaching Model

As was discussed in Chapter Three, there are different EFL teaching methods, and learning theories. This Phase increases the focus of Phase 1 and 2 as it groups and links the teachers' responses according to learning theories, methods of teaching and the coherence of their responses. There are two characterisations.

- *Teachers who can be characterised as using traditional Libyan models*
- *Teachers who can be characterised as using a more interactive or communicative model*

To illustrate the participants' responses according to the above themes, examples are given from Scenario 5 that shows a Reading and Vocabulary lesson

Examples of the Phase Three Findings: Reading and Vocabulary Lesson

Scenario Five

“This is a first-year university EFL classroom of 50 students in a two-hour reading & vocabulary lesson about agriculture .The teacher starts his lesson by giving the students sometime to read the provided text to each other. Then the teacher asks his students to start answering the text questions. The students face difficulties in understanding most of the text questions. What would you do? Why?”

Teachers who can be characterised as using traditional Libyan models

As discussed in Chapter 3, traditional Libyan models of teaching English may include grammar translation and audio-lingual approaches. **9 out of 14** in responding to Scenario Five showed characteristics of these models:

A. Grammar translation

F11 (group one, OGT) focused on comprehension and provided a glossary of words for translation, with group/ pair work, a kind of ‘modified grammar translation’ approach

▪ What would you do?

“I would not have students read the text aloud to each other -this is more pronunciation practice than anything. If I want students truly understand the text, they’d have to read it silently in order to encourage greater understanding, I would provide a glossary on the board (new words or difficult words with synonym or brief definitions) prior to their reading. This would help them in understanding the passage. I would expect students to be able to answer the questions with this assistance. If time permits, I’d have students exchange their papers with their friends for peer correction (basic editing)”

▪ Why?

“By this way I would expect students to be able to answer the comprehension questions”

F11 does not provide sequential steps to support reading comprehension. Although the teacher encourages some form of collaboration, this peer correction is at the end of the process.

B. Audio lingual. An example of this is F15 (group three, NGT) who in Scenario 1, used a drill and 'reading aloud' to achieve correct pronunciation.

C. Translation, deductive/ explanations.

M5 (group three, OGT) would follow the scenario teacher. In fact he said in interview that he liked this scenario best as it was the Libyan way.

M5 said:

"I would follow the same techniques of the teacher. Then, I would ask the students to read to each other, then facilitating the students to understand difficult words"

- Why?

"This is a good way to let students have ideas about the content of the passage".

Other teachers who followed this approach were M3 (group three, OGT) and F13 (group two, NGT). They add that they would translate difficult words.

M3 said:

"Giving students some time to read, asking students to answer the text questions and explaining the new words in Arabic"

- Why?

"Because the students and me use to learn reading comp by this way"

F13 (group two NGT) responded thus:

"I will just start explaining the difficult words for them in Arabic; I think the text will be clear to some extent. Giving students' proper time to answer the questions"

- Why?

“Because as simple as this if they don’t know the meaning of the key words. They will not be able to answer the questions about the themes correctly”

F13 thinks that the students need to understand the difficult words in Arabic, and then need to have more time to answer the text questions.

Example 2: M9 (group two, NGT) suggested explaining the unfamiliar words in English and then translating them to Arabic (Grammar Translation):

- **What would you do?**

“I would explain the unfamiliar words that most students do not understand. Then I will try to translate to Arabic and imitate the difficult words”.

- **Why?**

“Because my students used to learn by translation, I believe translation into the students’ native language is the proper way of teaching reading”.

M9 seems to think that the students need explanation and translation. He seems to think that the teacher in a monolingual classroom needs to use the mother tongue to facilitate some points. He also refers to the cultural norm to support his view. That is his view of what is correct and of what the students are used to.

Teachers who can be characterised as using a more interactive or communicative model

A. Interactive approaches

Example 1

F12 (group 2, NGT) - gave time to read and compare answers:

- **What would you do?**

“After giving the students some time to read the text and try to do the question. I would give students some time to read and try the questions and Read the text to the students and giving them extra time to do the questions again”.

- Why?

“Because the context may have some pronunciation and words which the students are not familiar with .Therefore, they should be introduced with explanation of words within the context. And then the students compare their answers before and after giving the context”

Example 2

M1 (group one, OGT) responded thus:

- What would you do?

“Brain storming through skimming the text, trying with students to analyse and clarify the text, Working on the difficult words, Organizing ideas, exchanging view points and scanning the answers with the teacher’s help”

- Why?

“Because I think Mind Map is a practical method which is student centred”.

M1 thinks that the students need the mind-map method, as he thinks that students should be involved in student centred practice. Also, it is an interactive way of teaching and guiding students through the process which the teacher thinks will help them. In other words, learning is based on an interactive model.

Example 3

F10 (group one, OGT) encouraged reading for a purpose and views the text as a piece of communication.

- What would you do?

“I believe reading is a communicative process .learners should read for a purpose. I will use pre, while and post reading”.

- Why?

“Pre reading is to prepare learners for the text .Reading is a silent process. Learners read the task then try to find the information in the text. Post reading is cycle for the integration reading with writing”

B. Inductive or discovery approaches

Example 1

F18 (NGT from group two) responded by suggesting facilitated comprehension through visual aids and strategies such as skimming and scanning:

- **What would you do?**

“I may bring some pictures representing the agriculture tools. Asking students what they know about farming, Encouraging students to find the answer from the text. Providing some synonyms of the difficult words”

- **Why?**

“Some texts are very complicated for the students to understand. Students should learn how to scan and skim. Also, a large number of students always reduce the teachers’ activities”.

F18 thinks that the students need to find meaning from the context in the target language rather than from translation. This process starts by providing some teaching aids and avoids using the mother tongue. It also uses the well known strategies of scanning and skimming.

Example 2

F16 (group two, NGT) takes the same approach, encouraging students to find meaning from the English context and to avoid the mother tongue.

- **What would you do?**

“I think it is important for the teacher to prepare his students through starting with Pre-reading stage, giving students some pictures related to the text and Helping students to guess the meaning through the context”.

- **Why?**

“Because this way will avoid using the mother tongue”.

- C. There is another group who should be mentioned here. They are participants who seem to confuse the meaning of the terms for approaches or methods which they claim to use.

Example 1

M8 (group three, OGT) seems to misunderstand the meaning of 'direct method'.

- What would you do?

"Students cannot respond to the text questions; approaching the direct method to facilitate the students' understanding".

- Why?

"This is according to my teaching experience which indicates that Libyan students in particular do not perceive much of English at its different levels"

Example 2

M17 (group two, OGT) seems to be doing group work but gives no indication that the students have been told the purpose of their collaboration or the exact task to complete:

- What would you do?

"I would first divide students into groups of five, encouraging the students to read the text and to understand it. Opening a discussion among groups about the questions and meanings"

- Why?

"It helps more to make students in such a big number to understand"

Phase 3 analysis has shown that the coherence of teaching steps is linked not only to the choice of appropriate methods and adherence to approaches to EFL teaching as presented in Chapter three, but also to the knowledge these teachers appear to actually have of the methods and approaches they claim to use in the scenarios given.

This link therefore highlights the need for knowledge of these methods and approaches among LEFLUTs which is the subject of the next phase of investigation.

6.2.4. Phase 4: Evidence of Types of Knowledge

From the analysis and findings from all previous Phases and themes, and what has been shown about teachers' knowledge in Chapter 4, it became apparent that a deeper analysis of these differences in knowledge and choices of teaching would be valuable. Therefore, Phase 4 compares the participants' responses to Shulman's six categories of teachers' knowledge. Shulman (1987:8) pointed out that teachers' knowledge consists of six main categories. Hudson (2002:42-43) summarised these six categories of teachers' knowledge:

- (1) Content knowledge has to do with being knowledgeable about the subject matter.
- (2) General pedagogical knowledge is shown as the general set of methodologies and strategies that the teacher needs in order to perform the teaching activity.
- (3) Curriculum knowledge is shown as the teachers' acquaintance of the curricular program of the school/university and how they make use of it to help their students' learning processes'.
- (4) Pedagogical content knowledge (PCK) refers to the combination of content knowledge and pedagogical knowledge (see 4.1.5, figure 2).
- (5) Knowledge of learners refers to the teachers' engagement with the students' processes, and considers their physical, psychological and cognitive characteristics.
- (6) Knowledge of educational contexts and philosophies means that teachers inquire about the educational system principles and the social expectations they are required to take into consideration as educators.

In order to apply Shulman's categories (explained in detail in Chapter 4), the participants' responses are divided and grouped to identify evidence of different kinds of knowledge: The following sections give examples of these 6 kinds of knowledge displayed in the responses to scenarios and interviews.

Example: Knowledge 1 Content Knowledge

Most teachers showed evidence of content knowledge, some with more linguistic bias than others (related to their academic background).

Scenario 4: Linguistics

This is a third -Year University EFL classroom of 65 students in a two-hour linguistics lesson on word roots. The teacher starts the lesson by describing the information as provided in her material. The students do not interact with their teacher's explanation and find it difficult to understand their lesson. The teacher continues her lesson explanations and asks her students to do the exercises individually. She gives them additional time to read the lesson again and do the practice individually, but most students cannot answer the exercises.

F10 (group one, OGT) comments that Scenario 4 is a 'knowledge' based course; therefore she feels students have to be taught in a different manner from that of the scenario teacher. This example can demonstrate well the distinction between 'content knowledge', in the sense of knowledge about the English language, and a 'skill' focus, such as language learning.

- What would you do?

"This is knowledge based course, this means that students have to read the materials first. Then I would give a general introduction with examples. Then apply them through tasks"

- Why?

"To give students chance to prepare themselves for discussion"

Example: Knowledge 2 General pedagogical knowledge

Several teachers showed evidence of general pedagogical knowledge: the methodologies and strategies needed to perform teaching. For example: F11 (group one, OGT) in response to Scenario 3 on writing, recommended brainstorming, modelling writing structure, and supported writing in class:

- What would you do?

“Properly, the teacher should model the process on the black board for the entire class. He/she should brainstorm, writing all the ideas of the entire class on the board on half of the board. Then, the teacher should teach the class how to prepare a plan from these brainstormed notes- either a mind map, bullet-point notes. Students must copy the notes and the plan in their notebooks/ folders. The teacher can then review the structure of the essay he/she wants from the students: introductory paragraph, body paragraphs, conclusion. Then the students can attempts to write the essay together in small groups with the teacher working among the desks to answer question and help with spelling”

- Why?

“Because I believe that helping students understand is the teacher’s duty to do”

Example: Knowledge 3 Curriculum Knowledge

Teachers who were aware of what their students had already studied were categorised as showing evidence of curriculum knowledge.

Scenario 6: Grammar

This is a fourth -year university EFL classroom of 54 students in a grammar lesson. The teacher realises that her students still have difficulties with tenses, such as past perfect and future tense from their previous year. The teacher also finds that her students have to memorize the forms of most tenses during exam times. The teacher strongly criticises her students’ level and starts a new grammar lesson .The students face difficulties in understanding their new grammar lesson on tenses.

F15 (group three NGT) Scenario 6 revises previous grammar before moving onto a new lesson:

What would you do?

“I would revise the tenses with the students though giving more examples, translation and hand-outs”.

▪ **Why?**

“It is not important to revise the previous grammar before moving on to a new lesson”

And for Scenario Three, M2 (group two, OGT) makes a useful comment

Scenario 3: writing

This is a second-year University EFL classroom of 70 students in a writing lesson. The teacher finds that his students have failed to write a 500 word essay about the city of Benghazi as homework. The teacher criticises his students' level of descriptive writing, and starts a different writing lesson about argumentative academic writing. The teacher describes the main techniques using his chosen (Established) writing material, but the students still face difficulties getting additional information from their material. What would you do? Why?

M2 thinks that the students need reading input for writing tasks, as he showed that students should read different tasks and extract phrases:

What would you do?

“I will expose students as many writing tasks as possible through having them extracts of reading tasks about the included writing task”

Why?

“Because I believe that in order to improve students writing, students should have as many reading tasks as possible”

F11 (OGT, from group one) gives detailed views on how students learn and in what sequence, showing a strong sense of her view of curriculum order and the characteristics of how students learn:

- What would you do?

“Properly, the teacher should model the process on the black board for the entire class. He/she should brainstorm, writing all the ideas of the entire class on the board on half of the board. Then, the teacher should teach the class how to prepare a plan from these brainstormed notes-either a mind map, bullet-point notes. Students must copy the notes and the plan in their notebooks/folders. The teacher can then review the structure of the essay he/she wants from the students: introductory paragraph, body paragraphs, conclusion. Then the students can attempt to write the essay together in small groups with the teacher working among the desks to answer question and help with spelling”

Why?

“Because I believe that helping students understand is the teacher’s duty to do”

However, not all of them have a sense of the curriculum in the sense of leading the students through a series of stages linked to learning outcomes and assessments. They appear to take the view that repeating is the way to make progress. M5 (group three, NGT) suggested that:

“I would give them homework and start a new lesson”

- Why?

“Students need to take responsibility themselves. It is hard and doesn’t work with 70 students”

Example: Knowledge 4 Pedagogical content knowledge (PCK)

Few teachers such as M1, F10, F11 (all group one, OGT) showed evidence of PCK (the combination of content knowledge and pedagogical knowledge). Here the clarification, quoted in full in 4.5.1, of Mishra (2006:1010-1011) must be borne in mind that the function of PCK is that of “enabling transformation of content into pedagogically powerful forms”. Therefore, while teachers may have displayed knowledge of both curriculum and also of general pedagogy, it does not necessarily follow that they have also shown that they have effected this transformation.

Example: Knowledge 5 Knowledge of Learners

Most teachers showed evidence of knowledge of their students' strengths and weaknesses in terms of their wide range of levels.

Scenario One: Listening & Pronunciation Lesson

This is a second-year university EFL classroom of 60 students in a listening & pronunciation lesson. The teacher starts his lesson by asking the students to read the text aloud to each other. The students ignores listening to the right pronunciations and focus on reading aloud to each other. They make several mistakes with word stress in pronouncing long words, such as comprehension, supplementary and enthusiasm. The teacher pronounces these words loudly and asks his students to continue listening to their loud reading. Then the teacher realises that his students still make a pronunciation mistakes.

M1 (group one OGT) showed awareness of possible weakness among his students in his decisions in organising a pronunciation lesson:

- What would you do?

"I think it is difficult to teach a class of sixty students listening and pronunciation, I have to divide them into two groups of 30s which is the capacity of any language lab. Reading aloud to each other is not valid; because who guarantees that students reading correctly? I have recorded the passages for them, and they listen and repeat. They can correct their mistakes by recording their voices and listen again and compare theirs to that of the teacher"

- Why?

"To teach such skills you must have small groups. Practice plays an essential part in teaching such skills. The teachers have to make sure that each student has participated in reading the passage"

M7 (group two, OGT) showed evidence of being aware of his students' struggles to master pronunciation rules:

- What would you do?

"In this situation, the best way to go about it is by first explaining the stress patterns of the words, and their significance in, pronunciation. The number of students is the biggest problem, because you cannot attend to them individually"

- **Why?**

“First of all Libyan students tend to shy away from pairs or reading aloud”

Still in the category of knowledge of learners, F11 (group one, OGT) showed evidence of awareness of the positive effect of oral practice on her students performance. This response is to Scenario 6 , the grammar lesson given under ‘curriculum knowledge’, above.

- **What would you do?**

“I would try to include an oral practice with some students who have good ideas, encouraging students to practice tense by tense. I would have students asking and answering questions that focus on present tense: likes and dislike, facts about the college, city, country (3) daily routine. Each tense would be practiced separately this oral practice would be a major focus”

- **Why?**

“Such activities often help students’ performance”.

Example: Knowledge 6 Knowledge of Educational Contexts and Philosophies

Many participants show evidence of knowledge of educational contexts and philosophies in their awareness of what is required in the Libyan situation and what facilities are available to them. Indeed both their scenario and interview responses indicate what they are struggling with.

This phase of analysis (phase 4) showed that participants drew upon different knowledge according to Shulman’s 6 categories. Some displayed some kinds of knowledge in some scenarios but not in other scenarios they responded to. For example, some participants, such as **M4** (OGT) who participated in all scenarios, displayed knowledge in Scenario Three but did not display knowledge in Scenario Five. In contrast, **M3** (OGT) did not exhibit knowledge in any of the scenarios he responded to, except for some general pedagogical knowledge in Scenario Two.

However, **M1**, **F10** and **F11** (all group one OGT) displayed the knowledges in all scenarios they responded to. So, it is clear that the participants exhibited

different types of knowledge according to Shulman's PCK theory. There are tables summarising the Phase four analysis in Appendices A 2.3A 2.4 provide further evidence that the coherence of the classroom practice of the LEFLUTs studied can be related to the level of their knowledge they demonstrate in the types established by Shulman. This relationship leads to the following question as a theme for the next phase to find the source of the problem: **"Is it the teacher or the scenario?"**

6.2.5. Phase 5: Is it the teacher or the scenario? The source of the problem

As shown above, the participants displayed different responses and knowledge according to Shulman's theory of PCK. It has become important at this phase to ask and answer this question: **Is it the teacher or the scenario?**

In other words, this phase come as a result of the last four phases of analyses which went through many complexities and difficulties in terms of their knowledge, responses to the classroom situations offered in the scenarios. Therefore, this phase is to see the reason of the problem, is it from the scenario or because of the teacher?

Examples of the Phase Five Findings

For example, M1 (Group One, OGT), who appeared to display knowledge in all Shulman's categories, said that:

"I'm specialised in teaching reading comprehension. I have been teaching this subject for more than twenty years"

For this reason and according to the four phases of analysis, M1 didn't have any difficulty in responding to the reading comprehension scenario (Scenario Five). In addition, M1 seemed confident in his knowledge in all above phases of analysis and in the other scenarios (Scenarios One & Six) he responded to.

M5 (Group three, OGT) however said that:

"I'm interested in the reading and vocabulary scenario"

The M5 showed that he is using the same Libyan teaching techniques used in the reading and vocabulary scenario (Scenario Five). As he said:

“To be more specific... I liked the scenario about reading and vocabulary... I liked the teacher’s techniques which I usually use in my classrooms”

However, it appeared that M5 showed a less clear approach and poor knowledge of teaching in the reading comprehension scenario (Scenario Five). So, it has emerged that the answer to the above question, ‘is it the teacher or the scenario?’ is that the source of the problem lies with the teacher and not the scenario, as some teachers such as **M1, F10 and F11 (all OGTs)** showed evidence of being knowledgeable in all the phases above and in all the scenarios they responded to.

Meanwhile other teachers, such as **M3 (OGT)**, displayed poor or no knowledge in some scenarios they responded to. Information about the participants’ interest in certain scenarios, and their teaching specialties is given in Appendix 2.5 page . In addition, it shows some contradictions between how some teachers responded to the scenarios and what they said in the interviews. This particular point will be explained in the next part: interviews analysis.

Part one of the analysis demonstrated that the participants of this research made different choices and decisions of teaching, interpretations and knowledge according to Shulman’s types which led the researcher to further investigate the causes according to the participants’ points of view. Part Two of the analysis presents the data analysis and findings of the interviews to obtain a clearer picture about the participants’ teaching experiences, development of interest and suggestions.

6.3. Interview Analysis

This part is an extension of the research data analysis plan, as the previous part One Analysis presented the data analysis and findings for the 6 offered scenarios. Part Two presents the data analysis and findings for the semi-structured interviews as a second instrument of the research data collection. The semi-structured interviews were designed to investigate the participants’

views about their EFL teaching situations, their training, the university organisations in which they worked and the development activities they are looking for. The participants are the same 18 participants who took part in the scenarios, and they were all asked the same interview questions.

6.3.1. *The interview Questions*

- A. Which scenario did you find interesting to respond to?**
- B. Can we talk a bit more about how you obtained the knowledge to deal with those scenarios?**
- C. If you had to choose one area to concentrate on for your development as an EFL teacher, what would it be?**
- D. Would you like to add anything?**

During the process of conducting the interviews, it appeared that the participants' responses to some interviews questions differed not only in content but also in length. For example in question A, "Which scenario did you find interesting to respond to?" some example responses were:

"I'm so interested in the writing scenario...Because I believe that writing skill allowing students to express their learned information" M3 (OGT).

"The reading one" F13 (NGT), Also, the "*All are good to me*" F18 (NGT). (See appendix A2.5 for the full transcript of responses to the question A.)

Also, some participants showed different backgrounds during their response to question B: Can we talk a bit more about how you obtained the knowledge to deal with those scenarios?

For example:

"I was lucky enough to study in both countries Edinburgh and Boston ...So, there you go" M2 (OGT).

While, F12 (NGT) said:

“It is from my teaching experience as English teacher even before I become university teacher...I had to be school teacher for 11 years”

M14 (NGT) said:

“It is long history ... I have been teaching at the university for just 5 years , but before that I was interested in English ... Also, I have got another experience I was an air craft controller for 17 years .. So ...I have responded from my experience”

The participants' responses started to get longer from the third question (C): If you had to choose one area to concentrate on for your development as an EFL teacher, what would it be? And were even longer on the fourth question D: Would you like to add anything? As discussed in chapter two, and as a result of these interview questions, some important themes emerged from the participants' responses. For instance: the management of teacher development within the university, the facilities, the top-down approach, and students' and teachers' cultures of learning.

6.3.2. *Situational Difficulties*

Poor knowledge and skill development of the University

Knowledge and skills development is one of the main difficulties faced by Libyan EFL teachers. This study found that all teachers are not receiving any development or training programs, as the majority of participants (95%) referred to the lack of or poor knowledge and skills development within the university. For example, M1 stated that one of the problems faced by the teachers is the lack of training and development in the university:

“Actually you know that here in (X) University's English Department... We have a lot of problems... One of these problems is the lack of training”.

M3 clearly expressed concerns about the lack of training and development and said ***“frankly, there is nothing for teachers here”***.

Also,

“The problem here is that the university doesn’t provide any support for such things...In other words, you need to depend on yourself” (M6).

It seems that their need for development might have created some low level responses to the scenarios and thus the demonstration of knowledge with teachers such as M3, M5 and M8. It is clear that M14, F12, M17 apparently believe they have poor knowledge and methodologies of teaching, while M2 and M9 think that there is not enough interaction between teachers and their students. So, it became clear that the EFL Libyan teachers at the University of X are not receiving any training or development. Chapter two and are confirmed in Appendix B.

The University and the department’s facilities

This particular point also emerged from the last interview question, ‘Would you like to add anything?’. Poor facilities and resources are a challenge faced by the EFL teachers and students at the University of X. Participants (both OGTs & NGTs) such as M3, M4, M9, F11, F12, F13 and M17, mentioned this. They referred particularly to very poor teaching facilities limiting PowerPoint, OHTs, the internet, labs, resources and journals etc., which are clearly constraining teacher and student outputs.

“As university teachers actually we need more facilities, labs, internet, and more books and so on” F12 (NGT) said.

Also,

“I would say that the faculty needs to have more facilities for us to use such as labs and internet, not just teaching... It is boring”, F13 (NGT).

Moreover,

Academic supports and facilities are not provided here at all” (M17OGT)

These comments highlight the fact that the University of X has very poor teaching and learning facilities and resources. The situation has resulted in teachers not using any teaching aids or facilities.

Top down approach and management

The top down approach is another influence and difficulty faced by the EFL teachers at the University of X. This supports the problem identified in 2.3.3. This influence occurs in many cases, such as the university administration, routines and policy, faculty control and head of department management. This control leads to a gap and frustration between teachers and their departments.

In this study, M1, M3, M4, F11, F12 and M17 (both OGT & NGT) clearly pointed out the top down influence within the university, as they stated that they are told what and how to teach, and expected to prepare exams, courses, timetables and materials.

For example, M1 (OGT) stated:

“We still have a lot of other problems, for instance, the top down approach such as regulations, faculty and the head of the department... And if we need anything, it will take a lot of routine and paperwork... We need to develop ourselves! But the facts that we don’t have even the opportunity to talk about these problems... The department here is helpless... Even I can tell that we don’t have a stamp”.

M1 also stated that the new MA teachers are pushed by the head of the department to teach without any preparation, which causes low student output, as those teachers are left alone to teach large groups of students:

“The other problem is that the majority of our teachers are MA holders who are newly graduated... and the problem is that they have graduated from the same department”

Also, F11 (OGT) expressed concerns about the given materials that lack many activities;

“I think having someone at the top tell us ...What text book we need to use ... That is mistake... teachers should have the freedom...For example now I’m teaching grammar in the Faculty of

Education in X... and I'm told to teach a particular book...I'm not happy with it at allIn fact I add a lot of information on the blackboard...It is lacking in many senses"

In addition, M4 (OGT) mentioned that the university and the faculty control the department, and that they usually take a long time to respond to the department's requirements.

"I think the department itself can't do anything on its own unless the faculty and the university support it"

While, M3 (OGT) said:

"The other problem is a psychological one rather than an academic problem... All teachers are controlled by the head of the department in all things, such as curricula...Most teachers are forced to teach specific books or curriculum... (the head of the department)...This is your subject and this is your book!"

Also, M3 wasn't satisfied with working under pressure

"Working under pressure is a bad thing ever"

This clearly shows how some teachers are depressed about the top down approach in many cases, particularly the head of the department control, as this control has caused frustration between teachers and their university, faculty and department.

Teaching Difficulties: large number of students

This problem was suggested in chapter two. The data confirms that the LEFLUTs at the University of X are facing difficulties with the large number of students who require more teaching time and effort, which causes poor interaction between teachers and their students. In other words, many participants (both OGTs & NGTs) such as M1, M5, M7, F11, F12, F16 and F18 pointed out the large number of students, which limits the teaching activities. For example, M1 commented on the large number of students in the department:

"The problem is that here we are only concentrating on teaching... and this problem occurred because we have 2500 students... Sometimes we don't have time to read anything outside the curriculum"

Also,

“The difficulty is that we have large number of students” F10 .

In addition,

“I’m looking for any aid which helps me to teach such large groups of students” F15 (NGT).

Teachers’ Specialisation and Views

Some participants, such M3, M4 and M17, mentioned that they are teaching courses beyond their proficiencies. This stems from a lack of specialised teachers, departmental mismanagement and the prevailing ethos, which implies that university teachers should be capable of teaching all courses.

For example,

M4 (OGT) said that he is an academic teacher from a literature background and said,

“I wasn’t trained to be a professional EFL teacher...I was trained to be an academic”

Similarly, M14 (OGT) said:

“I was an aircraft controller for 17 years”.

After that, he trained to be a translator, and yet he is teaching grammar and writing courses:

“Translation is the field which I find myself in... But I do teach reading, writing and grammar” M14.

In other words, it is clear that some the LEFLUTs at the University of X are teaching courses beyond their proficiencies which may cause poor teachers’ outputs.

Poor Motivation and Collaboration among Teachers

The other influence faced by the LEFLUTs at the University of X is poor motivation and collaboration among teachers. Some participants, such as M2, M6, M7, F11 and M14, mentioned the poor academic collaboration and motivation between teachers regarding shared ideas, professional development, and experiences.

For example, M7 (NGT) said:

“To be honest ... Even with our teachers they never have enough time to give feedback... to share with each other that kind of things... here, everybody is giving his/her lecture and running away”

M14 stated that the teachers just focus on teaching without any academic activities which would help the students to make progress:

“We are just teachers... You will never feel more than that... The university hasn't that sort of atmosphere... We need more and more”

Cultural Influence on EFL Teaching

Section 5.8 discussed the research difficulties and found that there are cultural barriers and influences that limit interactions between teachers and their students. The process of EFL teaching is also influenced by the Libyan culture and beliefs of teaching, where many teachers may find it hard to use activities such as group or pair works with their students. This is due to a cultural barrier between male and female students and even teachers. Also, the teachers themselves are influenced by the culture of teaching, such as the prevailing belief that university teachers are skilled enough to teach and do not require any further knowledge.

For example, M4 expressed concern about the inadequacies in the culture and the University's overall atmosphere, and explained the tendency not to develop beyond receiving a degree:

“I think the academic culture we live through... Once you get a degree... It will lead to a cut off between you and your discipline”

Also, culturally, many teachers may prefer not to show their level to their colleagues and so tend to gravitate toward their own activities, as M9 stated:

“Doing activities on a personal level is a useful idea”

In addition, the age and gender of the teachers is another cultural barrier that puts constraints on academic collaboration between teachers, as many female teachers prefer not to interact with male teachers and even male students.

For example, F11 stated:

“I think when we women work together... we are much more willing to help each other... It is much more difficult whenever have a male in our team”.

Additionally, most University of X students come from schools that have complete separation between male and female students, and even teachers. Therefore, students find it hard to interact effectively.

For example, M7 said:

“The Libyan students tend to shy away from working in pairs or groups, and also from interacting with the other gender”.

“Culturally, it is hard for any teacher to apply pair or group work as interaction”.

These examples support the points made about Libyan Cultural background mentioned in 3.2 and about research difficulties in 5.8.

Students’ Culture of Learning: Learning Styles

Many Libyan teachers at the University of X mentioned that they find it hard to apply the different ideas and methodologies of EFL teaching, as students are used to learning by teacher-centred learning, memorisation and the grammar translation method, which supports the views discussed in chapter three.

For example, F11 (OGT) said that grammar is taught in a structural way, which pushes students to memorise the rules and structures without paying attention to understanding:

“Because a lot of grammar is taught in a very structural way in Libya”

Also F16 (NGT) referred to the learners’ way of learning:

“Most students tend to be silent during the classes, just doing what their teacher tells them to do, how to deal with students and how to convey the content of your curriculum to students”.

Summary of the Difficulties Faced by Teachers: Findings

- There is poor knowledge and skill development within the university.
- There is a need for proper facilities and resources such as the internet, books, journals, labs and modern teaching facilities, such as PowerPoint and OHTs.
- There are a very large number of students, which limits their teaching and career activities.
- There is a top down approach within the university, faculty and department on issues such as routines, administration, organisation and resources.
- There is a poor academic atmosphere and fewer opportunities for academic collaboration, as teachers concentrate on just teaching.
- There is a large workload and teachers are working under pressure.
- There are cultural barriers between teachers and students that prevent many teaching and learning activities.

6.3.3. Activities the Teachers are Looking For

Most participants mentioned their interest in further knowledge, training, promotion and CPD, as they were looking for additional pedagogical knowledge and activities. Some of them were looking for further content or subject matter activities. They were interested to learn about more approaches, the latest findings, and to understand the new techniques of EFL teaching. The participants' responses to the activities they are looking for in answer to question C produced three levels of details about what they are looking to have:

- 1.** Some teachers, such as M6, F11, F13 and M17 (both OGTs & NGTs), expressed what they were looking for in great detail.

For example, **F11 (OGT)** is looking for more professional development to be able to share knowledge and obtain more information and also how to deal with large groups of students:

“I would like to know is... what are the new teaching methods in terms of writing, and even teaching grammar in many things... What I need is new methods of teaching...What I need are something is going to help me teaching large groups”

And **F13 (NGT)**:

“Let me say it is teaching reading ... How to teach reading, how to deal with students, and let them know how to deal with the content as fast as possible not to stick to one sentence... Unfortunately the faculty does not support us as teachers ... it is self-development you see”

- 2.** Other teachers, such as M3 and M5 (both OGTs), expressed what they are looking in less detail than the previous group of teachers:

For example, **M5** is looking for more ideas about teaching methodologies to help him deal with students:

“Actually I would like to know more about teaching approaches and techniques... Particularly the classroom techniques... and the up to date EFL materials... We lack these things here”.

- 3.** Finally, some teachers, such as M1, M2 and F15, (OGTs & NGTs) expressed what they are looking for without detail:

M1 simply says he is looking for additional information and ideas in EFL teaching, such as the latest methods and practical studies:

“We need to update ourselves with new technology and new development in the field of EFL teachers”

And also, he is looking for pedagogical knowledge:

“I like to update myself with pedagogical knowledge which we actually need... We don't have these things”.

And F15 (NGT) said:

“I would love to develop myself in subject matter ideas...That is what I'm looking for”

6.3.4. Teachers' Suggestions and Recommendations

The participants' suggestions and recommendations show that some participants thought that their university should provide more academic support for its teachers. This could come through exchange programmes, CPD, research, meetings, conferences and more freedom for teachers to adapt materials. For example, M1 suggested that the university may need to cooperate with universities in the UK on exchange programmes,

“I think the best thing is that if we can have any kind of relationship with universities in Britain to update ourselves”.

M3 (OGT) suggested that:

“Having good knowledge through reading latest references, doing researches and conferences”

Also, M5 suggested that the university

“Should provide the teachers with development programmes, researches and training”

While M7 (OGT) suggested that:

“I think working together as unite...Teachers need to give feedback to each other...you learn from your colleagues ...You learn from their teaching experiences”

M9 (NGT) suggested that:

“We need more enhancements...more training, researches, and any useful programmes for us as teachers... we need language labs, materials and facilities”. In addition, F11 suggested more professional development to be able to share knowledge,

“We should have professional development”

Finally, this part presented the data analysis and findings for semi-structured interviews and showed a clear picture of the EFL situation at the University. Several themes and findings have been revealed concerning the teaching difficulties faced by teachers, their university and department’s management, and the activities and developments they are looking for.

6.4. Chapter Summary

This chapter, through scenarios and interviews analysis, revealed important findings and themes to discuss and link to theory. The analysis identified the difficulties LEFLUTS face similar to those which were presented and discussed in Chapters 2, 3 and 4. These difficulties relate to findings such as the different background knowledge among LEFLUTs, their different views about teaching and learning and impact of their culture and beliefs on their practices. These linked findings on culture/beliefs, views, and the existing knowledge of the participants will be discussed and clarified in the next chapter. There will also be more clarification on issues such as why some participants’ responses were shorter than other responses, as well as discussion of the outcomes of the scenarios and interviews in terms of the suggested implementation of a supportive plan for the teachers’ development.

7. Discussion and Implications

7.1. Introduction

In the light of main research issues concerning difficulties faced by LEFLUTs, and influences from views, Beliefs/Culture and Concepts of Learning , the results of the study, reported in the previous chapter, exposed several important points to discuss and explain. The previous chapter (the findings chapter) also pointed out the responses, ideas, knowledge and experiences of 18 LEFLUTs at the University. To help guide the discussion, this chapter returns to the research questions that the study seeks to answer. It will first provide a brief summary of the results that pertain to the particular research questions, which will then be followed by an interpretation and clarification of the results, with reference to the literature and theory.

7.2. Research Question 1: What are the Difficulties faced by Libyan University EFL teachers?

As discussed in 2.3 ,3.2 and through the data analysis and findings in chapter six, major issues regarding the participants' knowledge, situations, and difficulties they face have been elicited. These difficulties could be summarised and discussed as follows: **(1)** knowledge and skill development within the university **(2)** top down approach from management or administration within the university, faculty and department **(3)** poor facilities and resources, such as the internet, books, PowerPoint, etc. **(4)** the large number of students within the department **(5)** and academic atmosphere, motivation and collaboration among teachers.

7.2.1. Knowledge and Skills Development within the University

As seen in chapter six, the LEFLUTs at the University of X are facing problems regarding skills development. The poor skills development within the University is as a result of many reasons and influences:

1. The teachers' belief/culture of being qualified for teaching because they have a degree in language. This point will be further discussed in the consideration of the next research question Q2).
2. Large workload takes time, as most teachers are teaching for more than 30 hours a week, which reduces most of their potential development time. The **M1**, **M3** and **M7** teachers clearly mentioned the large workload and lack of development time. Latiwish (2003) stated that LEFLUTs have no policy for teachers' training or professional development; these universities believe that their teachers are able to develop themselves, such as with self-activities etc. (p. 44).

Also, in this study the **M1** teacher (participant) showed that there is a rift in the contact between faculties, departments and teachers, and this rift causes poor academic communications regarding feedback, training suggestions, and a community of practice. This point may be a supportive idea for potential development for the LEFLUTs, as discussed in section 6.3.1.

3. There is no policy or instruction which requires teachers' development within the university. For example, the **M4** and **F11** teachers stated that the University does not have any policy or organisation for training and development programmes. **"There is no skills development or any training policy in this department" M4 said.** The Libyan National Commission for Education, Culture and Science (2001) clearly reported that most Libyan universities do not have training or promotion organisations for their teachers, as the universities agree that any professional arrangement should be designed by the faculties or department managers (p. 22).

As discussed in chapter four, it is important for any teachers to obtain training or development to be able to increase their teaching knowledge. The National Partnership for Excellence and Accountability in Teaching (NPEAT) (2003) reported that teachers' professional learning is an ongoing process of knowledge building and skills development for effective teaching practice (p. 8). This can be informal self-help as much as formal. Alexander *et al.* (1991) found that teachers' or teaching knowledge refers to an individual's 'personal stock of information, skills, experiences, beliefs, and memories' related to the practice and profession of teaching as 'anything the individual holds that helps him or her fulfil the role of teacher' (p. 317).

Freeman (2004) added that teachers' knowledge is the central activity of teacher education and 'any improvements in the professional preparation of teachers... need to be learned', i.e. it is significant to organise appropriate improvement programmes (p. 89). Furthermore, Connelly *et al.* (1997) emphasised that 'those concerned with improving education need to be concerned not only with what it is they wish to happen in learning but also with teachers' knowledge' (p. 674).

Also, as discussed in 4.2.8, and as many participants in this research cited in section 6.3.1, the LEFLUTs at the University of X are missing a major aid which helps them to achieve ideas from renewed knowledge. Finally, this study clearly suggests that the EFL teachers at the University of X are facing a difficulty in terms of the lack of training and professional development within the University. These difficulties for skills and knowledge development are likely to cause low teaching knowledge, as shown in the full interview transcripts in Appendix B.

7.2.2. Top down Approach, Faculty and Department Facilities and resources, such as the internet, books, and PowerPoint

As discussed in 2.3.4 and 6.3.1, the top down approach is another significant difficulty influencing the LEFLUTs at the University of X. This influence extends to many areas, such as the University's administration, routines and policies, as described in Chapter 2, where Latiwish (2003) divided the Libyan top down influence into two main elements: top down political instructions and top down educational instructions (p. 22-23). In other words, this study has shown how the

work of the LEFLUTs at the University of X is directed by the government, Ministry of Education, the University, faculty, and head of the department, and this control has frustrated teachers in terms of teaching activities and creation (see the M1 and M3 teachers' participations in 6.3.1).

Also, as seen in 6.3.1, the University of X has poor facilities and resources which is another challenge faced by the EFL teachers and students. In this study, most teachers referred to their need for facilities and resources which help them to teach effectively; For example, **we do not have proper facilities, libraries... We don't have journals**"F11 said.

Also, the importance of facilities within schools and universities has been considered by several researchers. Morrison (2002) stated that 'resources may either be physical, human or financial; teaching and learning cannot occur in an environment which is lackadaisical, unpredictable and not directed towards optimising quality classroom time' (p. 101). Butler *et al.* (2004) pointed out that schools and universities should be provided with supportive computers and facilities, and they should be provided with labs and offices with the capabilities of electronic assistance and internet access (p. 123). Dewachi (2001) stated that "some other Arab universities such as in Yemen, Egypt, Libya and Saudi are having poor EFL teaching facilities, for instance books, internet links and training times for both teachers and students" (p. 7-8).

In other words, this study discussed the findings that showed LEFLUTs at the University of X are using poor facilities and resources within their department, and this has resulted in difficulties in some teacher and student knowledge about modern facilities and low teaching and learning outcomes. For example, I could tell from the interviews that some of the teachers have few ideas about how to use computers or emails, because of the poor existence of facilities.

7.2.3. *The Large Number of Students within the Department*

The findings of the study reinforce the point made in Chapter Two about large numbers of students studying, and the inevitable pressure on physical and human resources. Also, as exposed in 6.3.1, there are a large number of students within the department and the University.

Almansory (1995) stated that there are less than 10 Libyan national universities, and only 3 in the east of Libya, which has resulted in a very large number of students within them. For example, the University of X has more students than its intended capacity (p. 44). Strevens (1978) argued that ‘an overcrowded class is one of the constraints on teaching/learning effectiveness. Also, overcrowded classes reduce teachers’ attention per pupil and produce real physical discomfort and distraction. They also include extreme heat and cold in the classroom’ (p. 181). Kennedy and Kennedy (1996) stated that the size of the English class was worrying them since they believed that as soon as the number of groups passes a certain number, it becomes difficult to control what happens (p. 110). Also, Sabander (1999) led a survey of 28 Indonesian teachers at their universities concerning classroom management, teaching and learning, evaluating students’ progress, time allocation and instructional aids, which suggested that the problem of large classes seriously affects classroom management and solutions to those problems are urgently needed (p. 9-12).

Finally, it may be clear to say that the LEFLUTs are really struggling with the large number of students within their department, because, due to political reasons, there are a limited number of universities in that province (The East Province). As a result, as mentioned in 2.3.4, the University, faculty, and the department managers themselves cannot (and even are not allowed) to change or modify such a big number of students. In addition, according to my own experience as a student and then a teacher the University, I can tell that because of the existing huge number of students most teachers do not even know their students, which results in teachers just concentrating on teaching and satisfying their given teaching hours.

7.2.4. *The Academic Atmosphere, Motivation and Collaboration among Teachers*

These sections discuss the difficulties demonstrated in the scenarios and discussed in the interviews. This study found that many LEFLUTs at the University are given by heads of department old or difficult materials to teach, which causes several difficulties between teachers and their students. Teachers such as **M3** mentioned that some heads of department force their teachers to teach from their old PhD theses or their published/chosen books, and these obstacles have led several teachers to modify these materials.

“The other problem is a psychological one rather than an academic problem... All teachers are controlled by the head of the department in all things, such as curricula...Most teachers are forced to teach specific books or curriculums...She said (the head of the department)...This is your subject and this is your book” M3 said

Also, the M3 (OGT) wasn't satisfied with working under pressure

“Working under pressure is a bad thing ever” M3 said

in addition, the gap between teachers and their department results in little or no collaboration as most EFL teachers are busy fulfilling their teaching hours, and dealing with the large number of students, as the M5 and M9 teachers mentioned. In addition, some of them, such as the M1, M3 and F16 teachers, are frustrated by attending meetings when a final decision has often already been made. In other words, the University, faculty, and department do not consider the importance of motivation and collaboration development; their attitude results in poor teacher motivation and collaboration. M7's interview in Appendix B. Dornyei (2009) showed that motivation is one of the most important concepts in psychology and language education, which is commonly used to explain learners' success and failure in learning (p. 55).

Pae (2008) noted that ‘intrinsically motivated people are engaged in activities because of the inherent pleasure and satisfaction derived from doing so, rather than contingencies or reinforcements external to the activities’ (p. 7). Shulman (1988) stated that collaboration is a powerful tool for exposing and developing the knowledge of teaching in particular (p. 20).

Knezevic *et al.* (1996) stated that:

“For us collaboration meant consistently working together to accomplish a task; it was a series of actions that complemented those of our partner. [...] Plans we created together were greater than those we may have developed individually. Contributions from both of us led to more creative and complete lesson plans (p. 93)”

Therefore, as discussed widely in chapter four , there are several academic solutions, such as CPD, which could be used for teachers who are facing such difficulties, as CPD is a process of developing teachers’ knowledge during their career. Also, CPD can be formed and presented in different models and frameworks along with different contexts and situations. Therefore, employing a suitable CPD model could be a supportive step for the existing problems, and for the development of teaching and learning outcomes in Libya.

7.3. Research Question 2: To what Extent are the Difficulties faced by Libyan University EFL teachers’ Consequences of Views, Beliefs/Culture and Concepts of Learning?

Through the data analysis and findings in chapter six, a number of important points regarding the difficulties faced by the participants as a consequence of their views, beliefs/culture and concepts of learning have to be clarified. These difficulties were revealed through the process of data collection and analysis. As the participants (both OGTs& NGTs) pointed out there is an influence from their existing culture/beliefs, on views of professionalism and concepts of learning shown through their responses to the scenarios and interviews.

In other words, during the data collection and analysis, it has been found that the participants are influenced by their cultural beliefs of teaching and learning, as some of them displayed the traditional Libyan culture of teaching and responding to the scenarios. Also, through their interview participations, a number of points were revealed, such as their beliefs on being qualified teachers, age and gender issues, and the culture of teaching and learning. So, these points will be explained in the following sections.

7.3.1. *Their Beliefs/Culture of being qualified for Teaching*

As seen in chapter six, one of the revealed points is that the participant teachers themselves displayed an influence from their culture/beliefs of teaching, such as the prevailing belief that university teachers are skilled enough to teach and do not require any further knowledge or promotion. This particular point already exists in the department where some teachers are teaching several courses beyond their areas of expertise, as mentioned in 6.3.1 and transcripts in Appendix B. Those teachers and other similar teachers perceptions are a result of the general belief/culture within the University, the Libyan community, the teachers themselves, and even the students who consider that all university teachers are able to teach all courses/materials and are ready for any teaching activities (see 3.3.3). Also, Hamed (2005) showed that in the Libyan culture of teaching, it will be a shame (not nice) if any teacher refuses or can't teach any courses given by the department and the department managers themselves are influenced by the Libyan beliefs/culture of teaching (p. 55).

Despite this, however, this study also realised that there were some teachers, such as the M4, M6, M7 and F11 teachers, who sought to challenge these existing beliefs through self-activities such as private courses, reading, the internet, modifying materials and displaying a real interest for further knowledge. For example, the M4 teacher said that ***“I did attend two workshops on my own expenses outside Libya.....Because I was definite that I lack the knowledge of teaching”*** The complete interview with M4 is given in Appendix B).

This culture/belief influence has been considered by many scholars and researchers. Clark *et al.* (2002) pointed out that teachers make sense of their world and respond to it by forming a complex system of personal and professional knowledge (p. 950). Burden (1996) explained that teachers' and learners' beliefs are most likely to be "upheld" by a belief that the teacher should be in power, in control of the classroom dynamics, and in control of their knowledge (p. 99).

Also, Brumfit *et al.* (1996) pointed out that the teachers' beliefs about what teaching and learning are 'will affect everything they do in the classroom, whether these beliefs are implicit or explicit. Even if a teacher acts spontaneously, or from habit without thinking about the action, such actions are nevertheless prompted by a deep-rooted belief that may never have been articulated or made explicit. If the teacher-as-educator is one who is constantly re-evaluating in the light of new knowledge his or her beliefs about language, or about how language is learned, or about education as a whole, then it is crucial that teachers first understand and articulate their own theoretical perspectives' (p. 55-56).

Some participants in this study displayed an influence from their beliefs and culture on how teaching and learning should be, as many teachers displayed their own ways and methodologies of teaching and responding to the six offered scenarios. Some of them, such as the M3, M5 and M8 teachers, think that they are capable of using any teaching method they like. Also, some of them, such as M6, search for solutions according to their own traditions of education.

Almansory (1995) discussed that Libyan students are most likely to accept any method or methodology provided by their teachers, as they are a product of the Libyan culture which holds teachers in high regard (p. 30). Moreover, Pajares (1992) argued that teachers' beliefs had a greater influence than teachers' knowledge on the way they planned their lessons, the materials they use, their interaction with students, the choices they make, their expectations, and on their classroom practices (p.222).Beijaard *et al* (2004) showed that "person's identity and beliefs arises from his/her personal ideas , knowledge of and the "refinement" and "adjustment" of this knowledge through his/her "negotiated" experiences within a particular community"(p.107).

Richards *et al.* (1991) stated that teachers' beliefs systems come from many different causes: (1) teachers' own understanding as language learners (2) their experience and expectations of what works excellent (3) traditional and experienced teaching practice (4) personality and characteristic qualities (5) educational based or research based principles; (6) and principles derived from an approach or methods (p. 30-31).

Also, this belief/culture influence has emerged in their methodologies of EFL teaching and in the way they deal with their learners, such as with the M3, M8 and M14 teachers in 6.2 and 6.2.1 who clearly apply their own (Libyan) views of teaching English. However, it may be important to clarify that some participants in this study displayed their interest in further activities and promotion, as some of them (such as the M1 and M6 teacher) mentioned in 6.3.2 that a good teacher should pursue training and new knowledge. So, developments preparations should keep in mind regarding this influence. The complete list of developments mentioned by participants is given in (Table1/Appendix B2 for further details).

7.3.2. EFL Teaching and Learning: Their Culture/Belief Impacts

The other emerging issue is the culture of EFL teaching, which is clearly seen in some participants' responses to the scenarios and interviews, as some teachers participants used the traditional Libyan, teacher centred, and grammar translation methods of teaching to respond to the scenarios and interview questions, as described in chapter Three and exemplified in 6.2. For example, the M5, M6 and M8 (both OGTs & NGTs) teachers preferred and suggested doing all the work themselves, and not involving their students in activities or interaction. This illustrates that the culture/belief of both teachers and students are in agreement that this is a suitable way of learning and teaching EFL. Also, some participants, such as the M7, M9 and F12 teachers, clearly showed their consideration of the existing culture of teaching and learning. The M7 teacher clearly mentioned that the Libyan students are used to being silent and shy away from any interaction activities. In addition to this, there are teachers that are accustomed to not having responses from their students.

The Department of Foreign Information (1991) stated that there are shared elements between the ways of teaching and the existing culture of how teaching and learning should be, as these cultural elements lead to real consideration of Libyan cultural beliefs regarding learning (p. 110). Latiwish (2003) showed that Libyan teachers and students are influenced by a particular belief/culture of learning, and said that:

“In the traditional Libyan classroom, teachers have more control over students’ interaction and contribution in the classroom, teachers just provide instructions and directions on how to work on tasks, and the students follow them exactly without even analysing whether they are right or wrong. Also, most teachers in the Libyan setting believe that the best way to teach and learn English is to master its grammatical structure, and vocabulary, and they believe the grammar translation method is the best way to teach English” (p. 37-38).

However, some teachers, such as the M1, F10 and F11 (all are OGTs) teachers, said they would try to apply more interactive and constructive approaches of teaching. In other words, some teachers from both generations in this study might try to challenge the prevailing beliefs and culture of teaching through their new methods and approaches of EFL teaching. This is a useful indication of the potential for professional development, as outlined in the scenario responses and transcripts of Appendixes A1 & B.

This relates to the work of researchers and scholars who display their concerns regarding the influence of beliefs on the process of education. Freeman *et al.* (1998) explain that ‘the core of language teacher education must centre on the activity of the teaching itself, the teacher who does it, the context in which it is done, and the pedagogy by which it is done; and actually the relationship between beliefs and actions is interactive’ (p. 400). Also, Pajares (1992) explained that teachers’ beliefs/culture had a greater influence than teachers’ knowledge on the way they planned their lessons, interact with their students, make choices, set their expectations, and deliver their classroom practices. ‘Beliefs/culture are also found to be far more influential than knowledge, in determining how individuals organise, define tasks, problems, competence, and how teachers behave with their students’ (p. 310).

Calderhead (1996) also illustrated that there are five main areas in which teachers have been found to hold significant beliefs/culture: beliefs about learners and learning, teaching, subjects or curriculum, learning to teach, and about the self and the nature of teaching - and he noted that 'these five areas are closely related and may well be interconnected' (p. 111).

Some participants in this study displayed their own views and understanding of some materials they teach, such as the M8 teacher, who used exact materials and a methodology for teaching a particular subject. This is due to what he thinks and believes and is not driven by the suitable ways of teaching and learning such a subject. Richards (1996) also explained that this 'maintains that maxims are the outcomes of teachers' evolving theories of teaching which "reflect teachers' individual philosophies of teaching, developed from their experience of teaching and learning, their teacher education experiences, and from their own personal beliefs and value systems' (p. 294).

For that reason, some participants clearly exhibited an influence from their Libyan culture/beliefs of learning in the case of their teaching methods, such as the M2 teacher(OGT), who suggested almost one framework for teaching different subjects, and the M3 teacher(OGT) who suggested one teaching methodology (teacher's centred) for teaching different language skills and lessons. However, some teachers, such as the M4, M7, F11 (OGTs), and F18 (NGT), teachers, showed their consideration of both the culture of teaching and learning, as they displayed an interest in finding out what works best for their students (Appendix B2). In other words, some teachers OGTs and NGTs showed their consideration of the importance of interaction and the significance of using suitable ways of teaching different subjects.

Finally, this point showed that the LEFLUTs and students at the University of X are influenced by their belief/culture of teaching and learning, and this influence has limited many of their teaching and learning activities. However, some teachers (both OGTs &NGTs) are trying to get rid of this cultural influence and have started to look at or tend towards more interactive methods of teaching as exemplified in see 6.2 and the Scenario responses in Appendix A.

7.3.3. Age and Gender's Influence

The age and gender of teachers is another cultural barrier which constrains the academic collaboration between teachers. Many female teachers prefer not to interact with male teachers and even male students. Also, it is hard for younger teachers to discuss or chat with older teachers, as culturally they should follow what the older teachers say and suggest. This particular point illustrates why some of the participants' responses, mainly female, were shorter than the others. In other words, the longer participations during the data collection were either from the same gender (male), such as the **M1**, **M2**, **M3** and **M4** teachers, or older female teachers, such as the **F11** and **F18** teachers, while the shorter responses came either from female teachers such as the **F12**, **F15** and **F16** teachers, or younger male teachers such as the **M9** and **M14** teachers.

As mentioned in 5.8, I found it harder during the recording of the interviews, as the female participants took a very long time to agree to the recording of their participations. As mentioned earlier, one of the female participants asked me to swear to destroy her recorded tape as soon as my study had finished. These difficulties show the influence of age and gender between LEFLUTs and students at the University.

7.3.4. Impact of Age

This study clearly showed that the LEFLUTs are influenced by their age, as younger teachers has very very weak interactions with older teachers in many cases, such as in administration, academic relationships, giving opinions or suggestions, and even sitting together. This issue is one of the causes of the existing lack of contact between teachers. Also, as shown in 3.7.1, the LEFLUTs at the University of X are divided into two generations: Old and new Generation teachers (OGTs &NGTs). Latiwish (2003) pointed out that the teachers at the University of X are divided 'into two generations; old generation teachers (OGTs) who are controlling the University since a long time ago, and the new generation teachers (NGTs) teachers who are newly graduated and work at the University' (p. 11).

For example M1 teacher mentioned that:

“We still have a lot of other problems such as the, faculty and the head of the department who has been in charge for a very long time”.

As a result, the control of the OGTs is strong in most administration activities. The M1 and F11 teachers showed that the new MA teachers are told what to do, and given by the head of the department listening and vocabulary courses to teach under one of the OGTs' supervision. This study found that the teachers who hold MAs face more control from the head of the department (from the OGTs), and the OGTs who think that these MA teachers are less knowledgeable than them. This is also due to the Libyan culture which considers that teachers' experience is about the amount/number of working years, not the quality of knowledge they have accumulated during their career. In this point, I can tell that I found that the years of teaching do not mean more knowledgeable teachers. More important is the way that the teachers practiced knowledge. In other words, for example, the F11 teacher have less years of teaching experience than the M2 teacher, but she did show more contact with knowledge than the M2 who, because he is Male, had more opportunities to be connected.

El-Hawat (2003) demonstrated that the education community in the Libyan university setting is restricted by the view that those who are 'older should be followed and obeyed'; a belief which clearly exists in the whole Libyan community. Regarding teaching and learning, there is a strong belief between teachers and students that older teachers know more than younger teachers (p. 401). Also, in my experience as a teacher at this university, I can tell that the OGTs are strongly followed by the younger teachers for two reasons: the first reason is the Libyan culture and beliefs of respecting older people and the rule of no words after the orders' words; and the second reason is that some of these teachers have stronger positions in the government, in the university, the faculty, and the department.

7.3.5. The Impact of Gender

As introduced in 7.3.3 that the Libyan culture and belief is so sensitive and conservative towards gender issues. This study realised that the participants are influenced by their gender in many cases; for example, some female teachers, such as the F11, F12 and F16 teachers, and even the male students (the M7 & M9 teachers mentioned), prefer working with female teachers and students and not working with male teachers and students (see 5.8 and 6.3.1).

This cultural belief has limited many teaching and learning activities, such as pair or group work, and any academic activities for teachers. So, many teachers find it hard to apply different ideas and methodologies of EFL teaching, as their students are used to learning by teacher-centred learning, and in separate gender classes. This point was one of the research limitations I have faced. In other words, most University of X students come from schools which have complete separation between male and female students, and even teachers; therefore, students find it hard to interact effectively. As I mentioned above, during my data collection trip I found it hard to collect data from some female teachers, and even the female teachers that did participate were shy and short in most of their answers.

Tsui (2003) mentioned that some beliefs of EFL teachers/students influence their practice, development, expectations and actions, and the greatest influencing factor in some cultures, such as with Arabs, Iranians and Pakistanis, is the gender issue (p. 52). Daun *et al.* (2004) illustrated that the Muslim community has many beliefs about gender; these beliefs strongly appear in relationships between men and women (p. 43). Also, Chapin *et al.* (1987) showed that the Libyan community respects the privacy of gender in all aspects, even in family relationships (p. 13). Reference to this has been made in chapters two and six and in the transcripts in Appendices A1 & B. The following research question (research question 3) presents more ideas about the implications of CPD activities.

7.4. Research Question 3: What are the Implications of the Development of an Approach to CPD?

As discussed in 4.2, the aim of CPD is to develop teachers' knowledge during their careers as it provides them with a way to develop knowledge. Freeman (2004) stated that teachers' knowledge development is the central activity of teacher education and 'any improvements in the professional preparation of teachers... need to be learned', i.e. it is significant to organise appropriate improvement programmes (p. 89).

The Institute of Professional Development (2006) explained CPD as a combination of approaches, ideas, concepts and techniques that help teachers to manage their own learning and development (p. 6). Rodrigues (2004) stated that CPD is described as 'any process or activities that provide added value to the capability of the professional through the increase in knowledge, skills, and personal qualities necessary for the appropriate execution of professional and technical duties, often termed competence' (p. 11). Kennedy (2005) highlighted that action research as a model of CPD has been recognised as being successful in providing teachers with opportunities to ask critical and important questions of their practice (p. 250). Also, Clare *et al.* (2000) stated that the action research approach could improve teachers' knowledge improvement through several elements: (1) teachers engage in critical reflection on specific features of their curriculum and pedagogy, they get to know their students well, interact with them, observe them and gather "data" (2) they engage critically with the research literature related to their research (3) they collaborate with their peers and they modify their curriculum and pedagogy in ways that allow their students to meet a wide range of their educational needs (p. 117).

Furthermore, Van Driel *et al.* (2001) concluded their PCK study by stating that 'PCK is an appropriate framework for the design of teacher education programs and development. As discussed in 4.1.4, already, PCK has been used to describe and develop such programs at all levels' (p. 984).

The Research Implications

According to what we have learned from the research theoretical background, framework, research challenges, research findings, and discussion, Action research as a model of CPD may be a helpful approach for the development of the LEFLUTs at the University of X. This is because of following points:

- As noted in chapter six and Appendix B2, most LEFLUTs (OGTs &NGTs) are looking to develop their teaching abilities and learn more about teachers' knowledge such as pedagogical knowledge, content knowledge, curriculum knowledge and knowledge of learners. Some of them try to challenge the lack of official development programmes through their self-activities, such as the M4 (OGT) who took some courses outside Libya, and M6 (NGT) teachers who showed a real interest in increasing their knowledge as exemplified in see 6.3.3.

Therefore, this point about teachers seeking development can be used as a supportive point to suggest and encourage those teachers to apply the action research model of the CPD programme for their knowledge development. For example, those interested teachers could set together and discuss their classroom problems, implicitly guided at the beginning, and then try it, observe it, and by then they will reflect to what they have found themselves; this process could encourage them to work out and progress their mistakes.

- The approaches of action research referred to in 4.2.7 are flexible enough to be applied by those teachers (the LEFLUTs), as they facilitate teachers to investigate problems either individually or in pair or group work. As seen in chapter five, LEFLUTs at the University of X are facing cultural and situational difficulties which may limit any wide range of development programmes. In addition, as presented in the literature review in chapter four, action research as a flexible instrument of CPD could be a very useful start for professional development programmes in the Libyan university situation.

Additionally, as extracted and understood from the literature, the process of action research could be helpful for the Libyan university teachers because of the following reasons:

- It is quick to increase teachers' sense of critical questions, reflection, and reduces stress in terms of their existing Libyan culture/belief of being qualified for teaching.
- The action research model of CPD could help and promote them (LEFLUTs) in terms of further reading and integrations with the field of EFL teaching, and it will also help them fill the gap between theory and practice.
- The process of action research can be adapted to facilitate all levels of teachers, as this study has demonstrated that there are different levels of teachers.
- Action research can facilitate teachers with the bottom up approach, motivation and collaboration.
- Action research as a model of CPD could be helpful to promote teachers' PCK through suggesting different research activities which support different areas of teachers' knowledge.

- It does not need any policy or routine as it can be managed simply, and busy teachers can apply its activities within their teaching hours (see chapter three for more information about CPD, PCK and action research).
- Action research as CPD could be applied over a short or long period and with small or large groups of students.

Finally, and according to my own view, I can say that encouraging LEFLUTs to action research activities could be good start towards adapting CPD ideas among Libyan policy makers; as well as the start of bottom up approach. Particularly, there are some good indications behind the scenes that could be used to support this view, such as the overall impressions towards development among most LEFLUTs, the globalisation of knowledge and contacts, such as internet and private language schools which require well trained teachers. These points and many other related aspects such as the 2011 upheavals in Libya could establish a great start on the way to increase CPD ideas in the Libyan EFL context.

7.5. Conclusion

The process of this chapter began by returning to the main research questions and discussing the results. It aimed to clarify, interpret, discuss, link to theory, and suggest a supportive plan for the development of the Libyan EFL teachers who are facing many cultural and situational restrictions and difficulties. Also, their existing difficulties such as top down administration led to the suggestion that action research as a model of CPD may be helpful for their knowledge development as discussed in 4.2.7. It has been elicited and suggested that the process of action research as a CPD instrument could cover all the LEFLUTs existing beliefs, cultures, gender, age, motivation, collaboration, top down management and facility restrictions, as this process helps and encourages teachers to discover and overcome their existing knowledge difficulties. In other words, this chapter linked the main research questions with research findings and theories and research suggestions in order to show a clear picture of EFL teaching and the learning conditions in the Libyan university setting. Chapter eight will provide an overall conclusion and recommendations for the Libyan policy makers, the University, faculty, department managers and the teachers.

These recommendations will encourage a bottom up approach and other related points which might help further development.

8. Conclusions and Recommendations

8.1. Introduction

This chapter presents an overall summary of the research process, the main findings, implications & contribution of this research, recommendations, research challenges and suggestions for future research.

8.2. Summary of the Research Aim and Main Questions

This research thesis aimed to investigate the influence of the background culture/beliefs on the LEFLUTS teaching approaches in the language classroom. It looked at evidence of the kinds of knowledge and experience of LEFLUTs at the University of X as well as their views about their difficulties and potential areas for further development. This research committed to three main research questions to illustrate the difficulties, constraints, challenges, limitations and development concerning these issues among these teachers. As was shown in Chapter One, these research questions were the main research focus and largely supplied the structure of the thesis.

8.3. Chapters' Summary

As was shown in Chapter One, this research thesis is organised into eight chapters: the first chapter (theoretical framework) presented an introduction to the research thesis with the main research questions, the second and third chapters focused on presenting and illustrating relevant background information about Libya, the Libyan education system, policy, EFL in Libya and a discussion of methods and theories of learning used in Libya. These two chapters discussed significant points to investigate (regarding top down management in Libya, teachers of English in Libya, their choices of teaching, and the generation they belong to) in order to provide a wide research scenario. Chapter Four presented a literature review about teachers' knowledge, PCK, CPD, and action research as a model of CPD, and linked these topics to the main research questions; this was in order to present a clear picture about what LEFLUTs may require to practice.

Chapter Five presented the methodological steps that were taken and the difficulties faced in this research. Chapter Six and Chapter Seven showed the research steps of the analysis, the main findings (such as the impacts of the education system in Libya), a discussion of the findings and the implications (such as the suggestion of action research as CPD model). Finally, this chapter (chapter eight) concludes the overall research process with recommendations and suggestion for future research.

8.4. Summary of the Main Research Findings and Implications

The main research findings came from both scenarios and semi-structured interviews, which were presented in Chapter Six, as these went through different stages of qualitative content analysis. For example, the scenario data went through different themes of analysis, tables, and questions. As a result major findings were obtained regarding the teaching difficulties faced by those teachers such as, age, gender, large numbers of students, poor facilities and the influence of their university and the department's management, and the activities and recommendations they are looking for. The following section summarises some of the overall research findings and presents the main research implications.

8.4.1. *Summary Findings: overall research findings*

- Libyan beliefs and culture have a strong impact as many teachers find it hard to apply different ideas, methods, and methodologies to their EFL teaching, and some teachers try to teach by the same way they learned.
- There is a strong impact of beliefs, the Libyan community control according to age or loyalty to the government, and the political setting in the way teachers make decisions and deal with managers.
- The age and gender of teachers OGT & NGT and students influence academic collaboration amongst them, as teachers face difficulties of age and gender which influenced their relationship with each other.

- A lack of knowledge and skills development within the University impacts on the EFL teachers' knowledge and their teaching practices and choices.
- The existing top-down approach impacts on the University, the faculty and the department, and even it impacts on the teachers' motivations towards development or activities.
- The poor facilities and resources within the University impact on the teaching and learning processes.
- The very large number of students impacts on the learning and teaching performance.
- The poor motivation and lack of collaboration among teachers has a negative impact on their teaching performance.
- The teachers' generations were not found to impact greatly on the kind of teachers' knowledge, as the three knowledgeable teachers I have found in my research were OGTs. This suggests that the interest of teachers is the main push towards being good teacher. The findings of the research show that the teachers (OGTs & NGTs) vary a great deal. It is not only their background or age that influences their choice of approach. Some teach the way they have always done, some have changed a lot, some think they are using up to date methods and know their names, but the descriptions of their lessons show they do not.

8.5. Research Final Thoughts: Contribution

This research challenged the hypothesis of Latiwish (2003) of the division in practice between OGTs and NGTs and found it not actually to hold true. The contribution to research of my thesis is that my research data and analysis show that this division by generations is not that simple. In the analysis of the scenarios and interviews, the LEFLUTs demonstrate a variation of professional knowledge and practice which does not depend on their generation. Very little research has been done in this area, and which means that the findings of this

research greatly improve our knowledge of Libyan English as a Foreign Language University Teachers.

Before obtaining these findings, my expectation was that the NGTs would show greater knowledge and ideas of teaching. Instead, I found that generation, background and even culture of those teachers are not only the main influences of their classroom choices, rather it is the extent of their interest in and awareness of development. Three teachers (one male and two females), all OGTs and who therefore may have faced more difficulties than some NGTs, showed good use of knowledge and practice, as well as showing good ideas and plans of further development activities. I am not comparing OGTs and NGTs, but simply pointing out that the age and gender, culture and beliefs of the teachers necessarily limit the quality of their professional practice and development but change is possible, as long as the interest towards change exists. Therefore, CPD could be a good start toward improving this quality.

8.6. Researcher's Recommendations

During the process of producing this research thesis, I encountered some different teaching and learning situations, and some of these situations were more difficult than the Libyan EFL teachers' situation. According to the findings of this research thesis, I would recommend and encourage the Libyan teachers at the University to apply the following:

- It would be useful for the interested teachers get together to discuss their classroom difficulties and events; by this sort of activity, teachers may pick up more ideas and views towards their classroom situations.
- Due to the existing culture which limits wide interaction between men and women, I would recommend each gender to begin action research as a CPD activity, and then to present the outcomes in wider meetings or conferences. I recommend that teachers begin discussing the classroom difficulties they face and try to read up on and find out about the possible solution - and then try it, observe it and react to the difficulties. By this sort of activity, teachers will be engaged to discover the problems, and

read about it as well as try to find solutions for it, without any influence or pressure on their beliefs of being qualified for teaching.

- I would recommend that interested teachers arrange short classroom action research studies in areas such as students' learning styles, dealing with large groups of students, and methods of teaching used in pairs. Then they should discuss their outcomes with other teachers or other interested people.
- I would recommend that interested teachers extend their reading before and after their classroom research, this will help them discover more supportive solutions.
- I would recommend that the head of the department arrange regular academic meetings to discuss the difficulties which exist and to take suggestions from the teachers.
- I would recommend that the department managers discuss their points of view with teachers and suggest effective materials or decisions.
- I encourage interested teachers to interact with their interested students for more research, ideas, and feedback activities.
- I recommend that the university support CPD activities among its teachers and create professional development plans and ideas.
- I would encourage the university to promote more facilities, such as the internet, libraries and language labs.
- I would recommend that the university managers arrange meetings with teachers which have an open agenda and study their comments and their suggestions.
- Finally, I would recommend taking a bottom-up rather than a top-down approach. This point could occur through giving more freedom to

teachers' suggestions and start building the future plans from the existing situation instead of following the instructions from the top.

8.7. Suggestions for Future Research

This section will first make suggestions on the methods of data collection, and will then offer some topics highlighted by this study which would benefit from further research.

1.1.1. Suggestions for the Next Researchers

- Make sure that your research tools consider the culture and beliefs of the Libyan people.
- Ensure you have sufficient time to collect your data and consider your participants' busy schedules.
- If you conduct interviews, make sure that you have the right time and place for interviews, particularly with participants of a different gender.
- Make sure of your collected data before you end the process, as many Libyan teachers may not be happy to be asked another time.

1.1.2. Suggested Topics

I would suggest that future researchers look at the EFL classroom interaction, teaching and learning styles, development of materials, cultural interventions and education policy and plans. Also, I would strongly encourage more research into the teachers' knowledge, professional development and promotional activities. Also, it will be helpful for some researchers to look at the relationship between leadership and professional development in Libya, as well as the relationship between materials development and CPD. This point will be really helpful for the next researchers.

9. Bibliography

- Abell, S.K. (2008) Twenty years later: Does pedagogical content knowledge remain a useful idea? *International Journal of Science Education* 30(10), 1405-1416.
- Agnaia, A. A. (1996) Assessment of management training needs and selection for training: the case of Libyan Companies. *International Journal of Manpower* 17(3), 31-51.
- Alberta Teachers' Association (ATA) (2000) *Action research guide for Alberta teachers*. From <http://www.teachers.ab.ca/services/publications> (accessed on 10-july-2009).
- Alexander. S .V (1991) coming to terms: How researchers in learning and literacy talk about knowledge. *Review of Educational Research* 61(3) 311-329.
- Al-Hazmi, S. And P. Schofield (2007) Enforced revision with checklist and Peer feedback in EFL writing: The example of Saudi university students. *Scientific Journal of King Faisal University (Humanities and Management Sciences)* 8 (2), 237-267.
- Allen, B., and D. Reser (1990) Content analysis in library and information science research. *Library & Information Science Research* 12(3), 251-260.
- Allwright, D. (2003) Exploratory practice: Rethinking practitioner research in language teaching. *Language Teaching Research* 7(2), 113-141.
- Allwright, D. and J. Hanks (2009) *The language learner's development*. Basingstoke: Palgrave.
- Almansory, A. M. (1995) *The geography of Libya*. Tripoli Libya: Dar Almaref.
- Al-Shibli, A. A. S. (2003) *A Study of science student teachers perceptions of learning in the education colleges in the sultanate of Oman*, Unpublished PhD Thesis, University of Glasgow.

- Anderson, L.W., Jacobs, J., Schramm, S., Splittgerber, F. (2000) School transitions: beginning of the end or a new beginning? *International Journal of Educational Research* 33, 325-339.
- Appleton K. (2002), Science activities that work: perceptions of primary school teachers, *Research in Science Education* 32, 393-410.
- Aqel, F. (2006) Using the mother tongue (Arabic language) in EFL. *Journal of Educational Sciences (University of Qatar)* 9, 53.
- Atay, D. (2006) Teachers' professional development: Partnerships in research. *TESL-EJ* 10(2), 1-15.
- Atay, D. (2008) Teacher research for professional development. *ELT Journal* 62, 139.
- Au, K.H. (1990) Changes in teachers' views of interactive comprehension instruction. In L.C.Moll (Ed) *Vygotsky and education: instructional implications and applications of socio-historical psychology* (pp.271-286). New York: Cambridge University press.
- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education* 59, 398-407.
- Ball, D.L. (1993) With an eye on the mathematical horizon: Dilemmas of teaching elementary school mathematics. *Elementary School Journal* 93, 373-397.
- Ball, D.L., & Bass, H. (2000). Interweaving content and pedagogy in teaching and learning to teach: Knowing and using mathematics. In J.Boaler (Ed.) *Multiple Perspectives on Mathematics of Teaching and Learning*. (pp. 83- 104). Westport, Conn.: Ablex Publishing.
- Bartels, N. (2005) Researching applied linguistics in language teacher education. In N.Bartels (Ed.) *Applied linguistics and language teacher education*. New York: Springer, 1-26.
- Bartlett, L. (1990) Teacher development through reflective teaching. In Richards, J. C. and D.Nunan (Eds) *Second Language Teacher Education*. Cambridge: Cambridge University Press, 202-214.
- Bassey M (1999) Case Study Research in Educational Settings. Buckingham: Open University Press.

- Bates, T, Gough, B and P. Stammers (1999) The role of central government and its agencies in the continuing Professional development of teachers: an evaluation of recent changes in its financing in England" *Journal of In service education* 25(2), 321-335.
- Baumfield, V., Hall, E. and K. Wall (2008) *Action research in the classroom*. London: Sage.
- Bax, S. (2003) The end of CLT: a context approach to language teaching. *ELT Journal* 57(3), 278-87.
- Beck, C. K. A. C. (2000) The action research process as a means of helping student teachers understand and fulfil the complex role of the teacher. *Educational action research* 8, 115-136.
- Beijaard, D., Verloop, N. and J. Vermunt (2000) Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. *Teaching and Teacher Education* 16(2), 750.
- Bell J (1999) *Doing Your Research Project*. Buckingham: Open University Press.
- Bell, B. and J. Gilbert (2001) *Teacher development: a model from science education* 4(6), 3-10.
- Bell, P. M., Evans D. and A. Firth (2005) The impact of collaborative CPD on classroom teaching and learning. Review: What do teacher impact data tell us about collaborative CPD? *Social science research unit, institute of education* 21, 12-16.
- Berg, B.L. (2004) *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- Bertrand, I. and P. Hughes (2005) *Media research methods: audiences, Institutions, Texts*. New York: Palgrave Macmillan.
- Best, J., and J. Kahn (1998) *Research in education* (8th ed.). Boston: Allyn and Bacon.
- Beyer, L. (2002) The politics of standardization: Teacher education in the USA. *Journal of Education for Teaching* 28, 239-245.
- Blackmore, P. and Blackwell, R. (2003) 'Academic roles and relationships' in R. Blackwell and P. Blackmore (Eds) *Towards Strategic Staff*

Development in Higher Education, Berkshire: SRHE and Open University Press, 16-28.

- Bock, D. G. and Saine, T. J. (1975) The impact of source credibility, attitude valence, and task sensitivity on trait errors in speech evaluation. *Speech Monographs* 42, 229-239.
- Bogdan, R. C. and S. K. Biklen (1998) *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon.
- Boreen, J. ,Johnson, M.. Niday, D. and J. Potts (2000) *Mentoring beginning teachers: Guiding, Reflecting, Coaching*. Portland, ME: Stenhouse.
- Boreham, N. (2004) A Theory of collective competence: Challenging the neoliberal individualisation of performance at work. *British Journal of Educational Studies* 52, 20-35.
- Borg, M. (2001) Teachers' beliefs. *ELT Journal* 55(2), 186-187.
- Borg, S. (2003) Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching* 36(2), 81-109.
- Breen, M., Candlin, C., Dam, L., and G. Gabrielsen (1989) The evolution of a teacher training programme. In Johnson, R.K. (ed.) *The Second Language Curriculum*. Cambridge: Cambridge University Press, 196-198.
- Brien, O. (1998) An overview of the methodological approach of action research. *American institute for research* 2(4), 1-14.
- Brookes, A. and Grundy, P. (1988) Activating the learner's contribution in the development of academic writing skills. In P. Robinson (Ed.), *Academic writing: process and Product*. *ELT Documents* 129. London: Modern Language Publications in association with the British Council, 100-108.
- Brooks, J. G., and M. G. Brooks (1993) *In search for understanding the case for constructivist classrooms*. Alexandria, Virginia: ASCD.
- Brown, H. D. (2000) *Principles of language learning and teaching*. New York, NY: Longman.

- Brown, H. D. (2001) *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Addison Wesley Longman.
- Brown, S. and D. McIntyre (1993) *Making sense of teaching*. Buckingham: Open University Press.
- Brown, A. and P. Dowling (1998) *Doing research/reading research: A mode of anthology of current practice*. Cambridge: Cambridge University Press.
- Brumfit, C., Mitchell, R. and J. Hooper (1996) Grammar, language and classroom practice. In M. Hughes (Ed.), *Teaching and learning in changing times*. Oxford: Blackwell, 85-91.
- Burbank, M. D. and D. Kauchak (2003) An alternative model for professional development: Investigations into effective collaboration. *Teaching and Teacher Education* 19, 499-522.
- Burns, A. (1996) Starting all over again: from teaching adults to teaching beginners. In D. Freeman and J. C. Richards (Eds.) *Teacher learning in language teaching*. Cambridge: Cambridge University Press, 122-135.
- Butler, Y. G. (2004) What level of proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korean, Taiwan and Japan. *TESOL Quarterly* 38(2), 245-278.
- Butzkamm, W. (2003) We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language Learning Journal* 28, 29-39.
- Buyukkantarcioglu, N. (2004) A sociolinguistic analysis of the present dimensions of English as a foreign language in Turkey. *International Journal of the Sociology of Language* 165, 33-58.
- Bygate, M. (2000) Teaching and researching speaking. *Cognitive Sciences* 7(3), 141-144.
- Cabaroğlu, N. and J. Roberts (2000). Development in student teachers' pre-existing beliefs during a 1-Year PGCE programme. *System* 28(3), 387-402.
- Calderhead, J. (1987) Introduction. In J. Calderhead (Ed.) *Exploring teachers' thinking*. London: Cassell Education, 1-20.

- Calderhead, J. (1996) Teachers: Beliefs and knowledge. In D. Berliner & R. Calfee (Eds.) *Handbook of research on educational psychology*. New York, NY: Macmillan, 709-725.
- Calderhead, J. and M. Robson (1991) Images of teaching: student teachers' early conceptions of classroom practice. *Teaching & Teacher Education* 7, 1-8.
- Carless, D. (2004) Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly* 38(4), 639.
- Carroll, J.M., Rosson, M.B., Convent, G.Q. and C. H. Quone (2006) Awareness and team working computer-supported collaboration interacting with culture 18(1), 21-46.
- Chapin Metz, H. (Ed.) (1987) *Libya: A country study*. Washington: GPO for the Library of Congress.
- Cheung, E. (2005). Hong Kong secondary school teachers' understanding of their careers. *Teachers & Teaching: Theory & Practice* 11(2), 127-149.
- Cheung, M. Y. M. (1999) The process of innovation adoption and teacher development. *Evaluation & Research in Education* 13(2), 55-75.
- Clare, J., White, J., Edwards, H. and van Loon, A. (2000). Learning outcomes and curriculum development in the major disciplines: Nursing. Australian Universities Teaching Committee. page 110-129
- Clarke, D. and Hollingsworth, H. (2002) Elaborating a model of teacher professional growth. *Teaching & Teacher Education* 18(8), 947-967.
- Clegg, S. (2003) Problematizing Ourselves: Continuing Professional Development in Higher Education. *International Journal for Academic Development* 8(1/2), pp37-50
- Cobb, P. and K. McClain (2001) An approach for supporting teachers' learning in social context. In F.-L. Lin & T. J. Cooney (Eds.) *Making sense of mathematics teacher education* (pp.207-232). Dordrecht, The Netherlands: Kluwer.
- Cochran-Smith, M. and S. Lytle (1993) *Inside/outside: Teacher research and knowledge*. New York: Teachers College Press.

- Cohen, L., Manion, L. and K. Morrison (2000) *Research methods in education*. London: Routledge Falmer.
- Coldron, J. and R. Smith (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies* 31(6), 711-726.
- Cole, A. L. and J. G. Knowles (2000) *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston: Allyn and Bacon.
- Collison, V. and T. F. Cook (2000) *I don't have enough time: Teachers' interpretations of time as a key to learning and school change*. Paper presented at the meeting of the Annual Conference of the American Educational Research Association, New Orleans, LA.
- Connelly, F. M. and D. J. Clandinin (1985). Personal practical knowledge and the modes of knowing, In E. Eisner (Ed.) *Learning and teaching the ways of knowing* (pp. 174-198). Chicago: University of Chicago Press.
- Connelly, F. M., Clendenin, D. J. and M. F. He (1997) Teachers' personal practical knowledge on the professional knowledge landscape. *Teaching & Teacher Education* 13(7), 665-674.
- Corbetta, P. (2003) *Social research theory, Methods and Techniques*. London: SAGE Publications.
- Country Studies (1987) *Libya: The fourth shore* [online]. Library of Congress. Available at [http://lcweb2.loc.gov/cgm-bin/query/r?frd/cstdy:@field\(DQCID+ly0031\)](http://lcweb2.loc.gov/cgm-bin/query/r?frd/cstdy:@field(DQCID+ly0031)). [Accessed: 12.12.2010].
- Craft, A. (2000). *Continuing Professional Development: A practical guide for teachers and schools*. Second. London, Routledge Falmer.
- Cranton, P. (2006) *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey-Bass.
- Crawford, J. (2004) Language choices in the foreign language classroom: target language or the learners' first language. *Regional Language Centre Journal* 34(1), 5-20.
- Crawford, K. (2009) Continuing Professional Development in Higher Education - tensions and debates in a changing environment, in M. Neary,

H. Stevenson, and L. Bell (Eds.) *The Future of Higher Education: Policy, Pedagogy and the Student Experience Continuum*

- Creswell, J.W. (2003) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage
- Crookes, G. and P. M. Chandler (2001) Introducing action research into the education of postsecondary foreign language teachers. *Foreign Language Annals* 34 (2), 131-140.
- Curran, E., & Murray, M. (2008). Transformative learning in teacher education: Building competencies and changing dispositions. *Journal of Scholarship of Teaching and Learning*, 8, 103-118.
- Daffron and North (2009) *Strategies for advancing lifelong learning. Presentation made at the Sandra's session at the University of Glasgow on the 13th of July 2009.*
- Danili, E. and N. Reid (2004) Some strategies to improve performance in school chemistry, based on two cognitive factors. *Research in Science and Technological Education* 22(2), 203-226.
- Daoud, S. (1994b) Three strategies for developing awareness of global issues in ESP classes. In M. Abousenna (Ed.) *The global age: issues in English language education*. Proceedings of the 13th National Symposium on English Language Teaching. Cairo: CDELT, Ain Shams University, 121-132.
- Daun, H and G. Walford (Eds.) (2004) *Educational strategies among muslims in the context of globalization*. Leiden, The Netherlands: Kominklijke Brill NV.
- David, M. and Sutton C.D. (2004) *Social research the basics*. London: Sage.
- Davis, K. A. (1995) Qualitative theory and methods in applied linguistics research. *TESOL Quarterly* 29(3), 427-453.
- Day, C. (1999) *Developing teachers: The challenges of lifelong learning*. London: Falmer press.
- Deborah L. B., Mark, H.T. and P. Geoffrey (2008) Content knowledge for teaching: What makes it special? *Journal of Teacher Education* 59, 389-407.

- Deem, R., Hillyard, S. and M. Reed (2008) *Knowledge, Higher Education, and the New Managerialism: The Changing Management of UK Universities*, Oxford: Open University Press.
- Denley, P. and K. N. Bishop (1997) The fundamental role of subject matter knowledge in the teaching of science. *School Science Review* 79, 65-71.
- Denzin, N. K., and Y. S. Lincoln (Eds.) (2000) *Handbook of qualitative research* (2nd edition ed.) Thousand Oaks: Sage Publications.
- Department for Education and Employment (DFEE) (2000) *Professional development: Support for teaching and learning*. London: DFEE.
- Department for Education and Science (DFES) (2004) *National standards for head teachers*, Annesley: DFES Publications.
- Department of Foreign Information (1991) *Al Jamahiriyy: A horizons and prospects* (2nd ed) Libya: Dar Elmarf.
- Desimone, L. M. (2009) Improving impact studies of teachers' professional development: toward better conceptualisations and measures. *Educational Researcher* 38, 181-199.
- Dewachi. A. (2001) *Overview of Internet in Arab states*. Paper presented at the Arab Region Internet and Telecom Summit, Muscat (Oman) on 28-30 May 2001.
- Dewey, J. (1938) *Experience and education*. New York, NY: Macmillan.
- Dill, D. D. (2005) The Degradation of the Academic Ethic: Teaching, Research and the Renewal of Professional Self- Regulation. In R. Barnett (Ed) *Reshaping the University* pp.178-191 Berkshire: Open University Press.
- Dornyei, Z. (2009) The L2 motivational self system. In Z. Dornyei and E. Ushioda (Eds.) *Motivation, Language Identity and the L2 Self*. Clevedon: Multilingual Matters, 9-42.
- Doushaq, M. H. (1986) An investigation into stylistic errors of Arab students learning English for academic purposes. *English for Academic Purposes* 5, 27-39.

- Draper, J., O'Brien, J. and F. Christie (2004) First Impressions: The new teacher induction arrangements in Scotland. *Journal of In-service Education* 28, 198-212.
- Dufour, R. and R. Eaker (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: ASCD.
- Elbaz, F. (1983) *Teacher Thinking: A study of Practical Knowledge*. London: Croom Helm.
- Elbaz, F. (1991) Research on teacher's knowledge: The evolution of a discourse. *Journal of Curriculum Studies* 23(1), 1-19
- El-Faragy, I. N. (2007) *Attitude and Intellectual development of further education science students*. Unpublished PhD Thesis. University of Glasgow, Glasgow.
- El-Hawat, A. (2003) Libyan education. In Teferra, D. and Altbach, P.G. (Eds.) *African Higher Education: An International Reference Hand Book*. Bloomington: Indiana University Press, 391-402.
- El-Hawat, A. (2006) Globalization, modernization and education in Libya. In R. Zia (Ed.) *Globalization, Modernization and Education in Muslim Countries*. New York, NY: Nova Science Publishers, 207-221.
- Ellis, R. (2001) Investigating form-focused instruction. *Language Learning* 51(1), 1-46.
- Ellis, R. (2002) Does form-focused instruction affects the acquisition of implicit knowledge? A review of the research. *Studies in Second Language Acquisition* 24(2), 223-236.
- Ellis, R., Loewen, S. and R. Erlam (2006) Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition* 28, 339-368.
- EPPI (2003) The impact of collaborative CPD on classroom teaching and learning. How does collaborative Continuing Professional Development (CPD) for teachers of the 5-16 age range affect teaching and learning? Evidence for Policy and Practice Information and Co-ordinating Centre. From <http://eppi.ioei.ac.uk> [Accessed on 1 July 2009].

- Farrell, C.S.T. (1999) Reflective practice in an EFL teacher development group. *System* 27, 157-172.
- Felder, R. and E. Henriques (1995) Learning and teaching styles in foreign and foreign and second language education. *Foreign Language Annals* 28(1), 21-31.
- Feldman, A. (2002) Existential approaches to action research. *Educational Action Research* 10(1), 233-240.
- Fennema, E. and M. L. Franke (1992) Teachers' knowledge and its impact. In D.A. Grouws (Ed.) *Handbook of research on mathematics teaching and learning*. New York: Macmillan, 147-164.
- Ferrance, E. (2000) *Action research*. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University.
- Flick, U. (2002) *An introduction to qualitative research*. London: Sage.
- Forcheri, P., and M. T. Moifino (1995) Knowledge based systems for teaching and learning maths. *British Journal of Education Technology* 26(1), 42-54.
- Fraser, C. et al. (2007) Teachers' continuing professional development: contested concepts, understanding and models. *Journal of In-service Education* 33(2), 153-169.
- Fraser, C., Kennedy, A., Reid, I. and S. McKinney (2007) Teachers' continuing professional development (CPD): Contested concepts, understandings and models. *Journal of In-Service Education* 30(2), 153-169.
- Freeman, D. and J. C. Richards (1996). *Teacher learning in language teaching*. Cambridge Eng.; New York: Cambridge University Press.
- Freeman, D. and K. E. Johnson (1998) Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly* 32(3), 397-417.
- Freeman, D. and K. Graves (2004) Examining language teachers' teaching knowledge. In M. Hawkins and S. Irujo (Eds). *Collaborative conversations among language teacher educators*. Alexandria: TESOL, 87-104.
- Frost, D. and J. Durrant (2003) Bottom up? Top Down? Inside-out? Joined-up? Building capacity for school improvement through teacher leadership.

Conference paper. *International Congress for School Effectiveness and Improvement*. Sydney, Australia.

- Gadour, A. (2006) Libyan children's views on the Importance of school factors which contributed to their emotional and behavioural Difficulties. *School Psychology International* 27(2), 171-191.
- General Teaching Council Trust (1993) *The Initial training and education of teachers*. London: General Teaching Council.
- Gergen, K.J. (1994) Social construction and the educational process. In L. P. Steffe, and J. Gale (Eds.) *Constructivism in education*. New Jersey: Lawrence Erlbaum Associates.
- Giroux, H. A. and R. I. Simon (1988) Schooling, popular culture, and a pedagogy of possibility. *Journal of Education* 170(1), 9-26.
- Glatthorn, A. (1995) *Quality teaching through professional development*. Newbury Park, CA: Press.
- Goettsch, K. and B. Johnston (2000) In search of the knowledge base of language teaching: Explanations by experienced teachers. *Canadian Modern Language* 299 Review 56, 437-468.
- Goker, S. D. (2006) The impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education. *System* 34(2), 239-254.
- Gore, J. M. (1993) *The struggle for pedagogies: Critical and feminist discourses as regimes of truth*. New York: Routledge.
- Gottesman, B. (2000) *Peer Coaching for Educators*. Maryland: The Scarecrow Press.
- Graus, J. (1999) *An evaluation of the usefulness of the Internet in the EFL classroom*. Unpublished Master's thesis, University of Nijmegen.
- Great Britain, Department of Education and Science (1987) *School teachers' pay and conditions document*. London: HMSO.
- Greenbank (2003) reflexivity and positionality. From www.strath.ac.uk/aer/materials/6furtherqualitative-research-design-and-analysis/unit1/reflexivity-and-positionality. [Accessed on 13 August 2011].
- Greenwood, D.J. and M. Levin (1998) *Introduction to action research: social research for social change*. Thousand Oaks, CA: Sage.

- Grossman, P. (1990) *The making of a teacher: Teacher knowledge & teacher education*. New York: Teachers College Press.
- Grossman, P. L., Wilson, S. M. and L. S. Shulman (1989) Teachers of substance: Subject matter knowledge for teaching. In M. C. Reynolds (Ed.) *Knowledge base for the beginning teacher*. Oxford, UK: Pergamon Press, 23-360.
- Groth, R. E. (2007) Toward a conceptualisation of statistical knowledge for teaching. *Journal for Research in Mathematics Education* 38, 427-437.
- Grouws, D. A. and K. A. Schultz (1996) Mathematics teacher education. In J. Sikula (Ed.) *Handbook of research on teacher education* (2nd ed.). New York: Macmillan, 442-458.
- Gubrium, J. F. and J. A. Holstein (2000) Analyzing interpretive practice. In N. K. Denzin and Y.S. Lincoln (Eds.) *Handbook of qualitative research* (2nd ed.) Thousand Oaks, CA: Sage, 487-508.
- Gunstone, R. (1999) Content knowledge, reflection, and their intertwining: A response to the paper set. *Science Education* 83(3), 393-396.
- Guskey, T. R. (2000) *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, 64-65.
- Guskey, T. R. (2002) Professional development and teacher change. *Teachers and teaching Theory and practice* 8(3/4), 381-391.
- Guskey, T. R. (2003) *What makes professional development effective?* From <http://0proquest.umi.com.opac.library.usyd.edu.au:80/pqdweb?did=340168051&sid=2&Fmt=3&clientId=16231&RQT=308&VName=PQD> [Accessed on 17 July 2009].
- Guskey, T. R. (2009) What works in professional development. *American instate for research* 10(5), 494-499.
- Hadley, A. O. (2000) *Teaching language in context*. Boston, MA: Heinle & Heinle. *Teaching*.
- Hamdy, A. (2007) ICT in education in Libya. In *Libyan studies*. Tripoli: Dar Elshap Press, 50-111.

- Hamed, A. S. (2005) *Attitudes and difficulties in upper school physics in Libya*. Centre for Science Education. Unpublished Master's thesis, University of Glasgow.
- Hamilton, J. (1996) *Inspiring innovations in language teaching*. Clevedon: Multilingual Matters.
- Hargreaves, A. (2005) Educational change takes ages: life, career and generational factors in teachers' emotional responses to educational change. *Teaching & Teacher Education* 21, 967-983.
- Harris, M. and C. Fasano (1988) Towards a policy on continuing professional development of teachers: Australian perspectives. *Journal of Education Policy* 3(3), 291-300.
- Harvey, P. (1985) A lesson to be learned: Chinese approach to language class. *ELT Journal* 39 (3), 183-186.
- Hawkins, M.R. (Ed) (2004) *Language learning and teacher education: A socio-cultural approach*. New York: Multilingual Matters.
- Hayes, D. (1995) In-Service teacher development - Some Basic Principles. *ELT Journal* 49(3), 252-261.
- Hayes, D. (ed.) (1997) *In-Service teacher development: International Perspectives*. London: Prentice Hall.
- Hazel, N. (1995) Elicitation techniques with young people. *Social Research Update* 12. From <http://www.soc.surrey.ac.uk/sru/SRU22.html>. [Accessed on 30 December 2010].
- Head, K. and P. Taylor (1997) *Readings in teacher development*. Oxford: Heineman English Language Teaching.
- Hedgcock, J. S. (2002) Toward a socioliterate approach to second language teacher education. *The Modern Language Journal* 86(3), 299-317.
- Hedge, T. (2000) *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Henderson, E. S. (1978) *The evaluation of In-Service Teacher Training*. London: Croom Helm.

- Hew, K. F. and Hara, N. (2007) Empirical study of motivation and barriers of teacher knowledge sharing. *Educational Technology Research & Development* 55(6), 573-595.
- Higher Education Academy (HEA) (2006) The UK Professional Standards Framework for teaching and supporting learning in higher education. From www.heacademy.ac.uk
- Hill, L. (2000) What does it take to change minds? Intellectual development of pre-service teachers. *Journal of Teacher Education* 51(1), 50-62.
- Hill, M. (1997) Research review: Participatory Research with Children. *Child and Family Social Work* 2, 171-183.
- Hindal, S. H. (2007). *Cognitive characteristics of students in middle schools in the state of Kuwait, with Emphasis on High Achievement*. Unpublished PhD Thesis, University of Glasgow.
- Hittleman, D. R. and A. J. Simon (2006) *Interpreting educational research. An introduction for Consumers of Research* (4th Ed). Columbus, Ohio: Prentice Hall.
- Hoban, G. (2002) *Teacher learning for educational change: A systems thinking approach*. Buckingham: Open University Press.
- Hoban, G.F. (2002) *Teacher learning for educational change*. Buckingham: Open University Press.
- Holliday, A. (2005) *Doing and writing qualitative research*. London: Sage.
- Horne, S. (2003) Short teacher training courses. *ELT Journal* 57(4), 395-397.
- Hsieh, H.-F. and S. E. Shannon (2005) Three approaches to qualitative content analysis. *Qualitative Health Research* 15(9), 1277-1288.
- Hu, G. (2004) Pedagogical practices in Chinese EFL classrooms. *Asian Englishes* 7(1), 42-59.
- Hu, G. (2005) Professional development of secondary EFL teachers: Lessons from China. *Teachers College Record* 107(4), 654-705.

- Hudson. L (2002) Holding complexity and searching for meaning: teaching as reflective practice. *Journal of Curriculum Studies* 1(33), 40-53.
- Hughes, R. (1998) Considering the vignette technique and its application to a study of drug injecting and HIV risk and safer behaviour. *Sociology of Health and Illness* 20(3), 381- 400.
- Imssalem, N. (2002) *Teaching and learning in Libya*. Benghazi: University of Garyounis Press.
- Institute of Professional Development (IPD) (2006) *Uses of CPD*. From <http://www.ipd.org/> [Accessed on 25 July 2009].
- International Association of Universities (IAU) (2009) *Structure of educational system: Admissions to higher education recognition of Foreign Credentials*. From <http://www.iau-aiu.net/> [Accessed on 15 October 2010].
- Joe L. K and T. Kenneth (2005) *Doing Educational Research in a Complex World Doing Educational Research*, pp.3-15
- Johnson, K. E. (1990) The theoretical orientations of English as second language teachers: the relationship between beliefs and practices. *Asian Journal* 2, 35-70.
- Johnson, K. E. (1992) The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of Reading Behaviour* 24(1), 83-108.
- Johnson, K. E. (1994) The emerging beliefs and instructional practices of preservice English as second language teachers. *Teaching & Teacher Education* 10(4), 439-452.
- Johnston, B. and K. Goettsch (2000) In search of the knowledge base of language teaching: Explanations by experienced teachers. *The Canadian Modern Language Review* 56(3), 437-468.
- Kabilan, M. K. (2007) English language teachers reflecting on reflections: A Malaysian experience. *TESOL Quarterly* 41(4), 681-705.
- Kanu, Y. (2005) Tensions and dilemmas of cross-cultural transfer of knowledge: post structural/ postcolonial reflections on an innovative

teacher education in Pakistan. *International Journal of Educational Development* 25(4), 493-513.

- Kennedy, A. (2005) Models of continuing professional development (CPD): a framework for analysis. *Journal of In-Service Education* 21(2), 233-252.
- Kennedy, C. (1987) Innovating for a change: Teacher development and innovation. *ELT Journal* 41(3), 163-169.
- Kennedy, C. and J. Kennedy (1996) Teacher attitudes and change implementation. *System* 24(3), 104-111.
- Kennedy, J. (1999) Using mazes in teacher education. *ELT Journal* 53(2), 107-114.
- Kennedy, J. and C. Kennedy (1998) Levels, linkages, and networks in cross-cultural innovation. *System* 26, 455-469.
- Khalifa, S.M.G. (2002) The use of computers in the teaching of mathematics in Libyan primary. From <http://hdl.handle.net/10068/508910> [Accessed on 2 November 2010].
- Kharma, N. and A. Hajjaj (1997) *Errors in English among Arabic speakers*. Beirut: Librairie du Liban.
- King, K. P. (2004) Both sides now: Examining transformative learning and professional development of educators. *Innovative Higher Education* 29(2), 155-174.
- Kirk, G., Beveridge, W. and I. Smith (2003) *Policy and practice in education: the chartered teacher*. Edinburgh: Dunedin academic press.
- Knezevic, A. and M. Scholl (1996) Learning to teach together; teaching to learn together. In D. Freeman and J. Richards (Eds) *Teacher learning in language teaching*. New York, NY: Cambridge University Press, 79-98.
- Korthagen, F., Loughran, J. and T. Russell (2006) Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education* 22(8), 1020-1041.
- Kraft, N. P., and J. Wheeler (1997) *Developing curriculum using action research and collaborative inquiry: A case study*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

- Kvale, D. (1996) *Interviews*. London: Sage.
- Lampert, M. (1992) Practices and problems in teaching authentic mathematics. In F. Oser, A. Dick and J.L. Patry (Eds.) *Effective and responsible teaching. The new synthesis*. San Francisco: Jossey-Bass, 295-314.
- Lange, D. (1990) A blueprint for a teacher development programme. In J. C. Richards and D. Nunan (Eds.) *Second language teacher education*. Cambridge: Cambridge University Press, 245-268.
- Lantolf, J.P. (2000) *Socio-cultural Theory and Second Language Learning*. Oxford: Oxford University Press.
- Larsen-Freeman, D. (2000) *Techniques and principles in language*. Oxford: Oxford University Press.
- Latiwish, M. (2003) *Teacher's training strategies*. Benghazi: University of Garyounis Press.
- Laura M. Desimone (2009) Improving impact studies of teachers' professional development: toward better conceptualisations and measures. *Educational Researcher* 38, 181-199.
- Lave, J. and E. Wenger (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- Lawler, P.A. and K. P. King (2000) Faculty development: Leadership strategies for success. *Journal of Continuing Higher Education* 28(2), 12-20.
- Levin, M. and D. Greenwood (2001) Pragmatic action research and the struggle to transform universities into learning communities. In P. Reason and H. Bradbury (Eds.) *Handbook of Action Research: Participative Inquiry and Practice*. London: Sage.
- Levy, P., Ford, N., Foster, J., Madden, A., Miller, D., Baptista Nunes, J., McPherson, M. A. and S. Webber (2003) Educational informatics: An emerging research agenda'. *Journal of Information Systems* 29(4), 298-315.
- Libyan Education Authority (1995). *Libyan education structure*. Government Documents, Dar Alshap, Tripoli.

- Libyan National Commission for Education, Culture and Science (2001) *The development of education in the great “Jamahiriya”*. A national report presented to the International Conference on Education, Session 46, Geneva.
- Lincoln, Y. and E. Guba (1985) *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lincoln, Y. and E. Guba (2000) Paradigmatic controversies, Contradictions, and Emerging Confluences. In Denzin, N. and Lincoln, Y. (Eds.) *Handbook of Qualitative Research*. London: Sage, 191-216.
- Lindsay, C. and Paul, K. (2006). *Learning and teaching English*. Oxford: Oxford University Press.
- Liu, Q.-X. and J.-F. Shi (2007) Analysis of language teaching approaches and Methods – Effectiveness and Weakness. *US-China Education Review* 4(1), 69-71.
- Lo, Y. H. G. (2005) Relevance of knowledge of second language acquisition: An in-depth case study of a non-native EFL teacher. *Applied linguistics and language teacher education* 2, 135-158.
- Loucks-horsley, S., Newson, P.W., Love, N., E. and K. E. Stoles (1998) *Designing professional development for teachers of science and mathematics*. One Thousand Oaks, CA: Corwin Press.
- Lunenberg, M., F. Korthagen and A. Swennen (2007) The teacher educator as a role model. *Teaching and Teacher Education* 23(5), 586-601.
- MacBeath, J., Galton, M, Steward, S., Page, C. and J. Edwards (2004) *A Life in secondary teaching: Finding Time for Learning*. Report for National Union of Teacher. From www.educ.cam.ac.uk/download/aLiSTreport.pdf [Accessed on 23 June 2009].
- Magnusson, S., Krajcik, L., and H. Borko (1999) Nature, sources and development of pedagogical content knowledge. In J. Gess-Newsome & N.G. Lederman (Eds.), *Examining pedagogical content knowledge*. Dordrecht, Netherlands: Kluwer Academic Publishers, 95-132.

- Mahmoud, A. (2002) Interlingual transfer of idioms by arab learners of English. *TESL Journal VIII(12)*. From <http://iteslj.org/> [Accessed on 11 March 2009].
- Male, T., Bright, T. and N. Ware (2002) The professional socialisation of head teachers in England: Further findings from the national head teacher survey. *British Educational Research Association* 5, 22-29.
- Marks, R. (1990) Pedagogical content knowledge: From a mathematical case to a modified conception. *Journal of Teacher Education* 41(3), 3-11.
- Martin, J. N. and T. K. Nakayama (2004) *Intercultural communication in contexts* (3rd ed.). New York: McGraw-Hill.
- Martin, S. (2011) The global democratic Revolution: A New Stage. *Open Democracy*, 7 March 2011. From www.opendemocracy.net [Accessed on 13 July 2011].
- May, T. (1997) *Social Research: Issues, methods and Process* (2nd Edn.) Buckingham: Open University Press.
- Mayring, P. (2000) Qualitative content analysis. *Forum: Qualitative Social Research* 1(2). Retrieved from <http://217.160.35.246/fqs-texte/2-00/2-00mayring-e.pdf> [Accessed on 18 January 2011].
- Mbajiorgu, N., and N. Reid (2006) *Factors affecting curriculum development in chemistry*. Hull: Higher Education Academy.
- McEwan, H. and B. Bull (1991). The pedagogic nature of subject matter knowledge. *American Educational Research Journal* 28(2), 316-334.
- McMillan, J. H. and S. Schumacher (2006) *Research in education: Evidence-Based Inquiry*. New York, NY: Pearson Education.
- McNiff, J., Lomax, P. and J. Whitehead (1996) *You and your action research project*. London: Routledge.
- McPherson, M. A. and Nunes, J. M (2003) A practitioner's evaluation of Salmon's five-step model for the use of CMC in HE. In *Proceedings of the 4th Annual Conference of the LTSN Subject Centre for Information and Computer Sciences*, 26-28 August, National University of Ireland, Galway, Ireland.

- McWilliam, E. (2002) Against Professional Development. *Educational Philosophy and Theory* 34(3), 289-299.
- Meijer, P. C., Verloop, N. and D. Beijaard (1999) Exploring language teachers' practical knowledge about teaching reading comprehension. *Teaching and Teacher Education* 15(1), 59-84.
- Mewborn, D. (2001) Teachers' content knowledge, teacher education, and their effects on the preparation of elementary teachers in the United States. *Mathematics Teacher Education and Development* 3, 28-36.
- Mezirow, J. (1981) A critical theory of adult learning and education. *Adult Education Quarterly* 32, 3-24.
- Mezirow, J. (1985) A critical theory of self-directed learning. In S. Brookfield (Ed.) *Selfdirected learning: From theory to practice. New directions for continuing education*. San Francisco: Jossey-Bass, 17-30.
- Mezirow, J. (1989) Transformation theory and social action: A response to Collard and Law. *Adult Education Quarterly* 39, 169-175.
- Mezirow, J. (1991) *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- Mezirow, J. (1997a) Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education* 74, 5-12.
- Mezirow, J. (1997b) Transformation theory out of context. *Adult Education Quarterly* 48, 60-62.
- Mezirow, J. A (2000) *Learning as transformation: Critical perspective on a theory in progress*. San Francisco, CA: Jossey-Bass.
- Miller, E. (1998) The old model of staff development survives in a world where everything else has changed. In R. Tovey (Ed.), *Professional Development* (Vol. Harvard education letter focus series 4). Cambridge: Harvard Education Letter.
- Miller, G.A. (2003) The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences* 7(3), 141-144.
- Mills, G. E. (ed.) (2007) *Action research. A guide for the teacher researcher*. Ohio: Prentice Hall Columbus.

- Mishra, P. and M. J. Koehler (2006). Technological pedagogical content knowledge: A new framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Mitchell, H. and F. Myles (1988). *Second language learning theories*. London: Arnold.
- Mohammed, A. M. (2005) Collocation errors made by Arab learners of English. *Asian EFL Journal. Teachers Articles* 5(2),117-126.
- Morine-Dersheimer, G., and T. Kent (2003) The complex nature and sources of teachers' pedagogical knowledge. In: Gess-Newsome J (ed.) *Examining Pedagogical Content Knowledge. The Construct and its Implication for Science Education*. New York, NY: Kluwer Academic Publisher, 21-50.
- Morrison, G.S. (2002) Contemporary curriculum. London: Allyn and Bacon.
- Moseley, C. (2000) Standards Direct Pre-service Teacher Portfolios. *Science and Children* 37(5), 30-43.
- Mott, V. (2000) The Development of professional expertise in the workplace. *New Directions for Adult and Continuing Education* 86, 23-31.
- National Education Association (2008) *Teacher professional pay*. From <http://www.nea.org/pay/teachermyths.html> [Accessed on 19 July 2009].
- National Partnership for Excellence and Accountability in Teaching (NPEAT) (2003) *Principles of effective professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- NCSA (2009) *The architects accreditation council of Australia*. From www.aaca.org.au [Accessed on 20 July 2009].
- Neapolitan, J. E. (February 2000) *What do teachers believe about action research as a mechanism for change?* Paper presented at the Annual Meeting of the Association of Teacher Educators, Orlando, FL.
- Neil, P. and C. Morgan (2003) *Continuous professional development for teachers: From induction to senior management*. London: Kogan Page.
- Nicholls, A. (1983) *Managing educational innovation*. London: Allen and Unwin.
- Nightingale, D. and J. Cromby (Eds.) (1999) *Social constructionist psychology*, Buckingham: Open University Press

- Nisbett, R. and L. Ross (1980) *Human inferences: strategies and shortcomings of social judgement*. Englewood Cliff: Prentice Hall.
- Norris, J. M. and L. Ortega (2000) Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning* 50(3), 417-528.
- Nunan, D. (1987) Communicative language teaching: making it work. *ELT Journal* 41(2), 136-145.
- Nunan, D. (1992) The teacher as decision-maker. In J. Flowerdew & M. Brock and S. Hsia (Eds.) *Perspectives on second language teacher education*. Hong-Kong: City Polytechnic, 100-119.
- Nunan. D. (2004) *Practical English language teaching*. McGrall-Hill Higher Education Press.
- Ofsted (2000) *Secondary subject Inspection 1999/2000: University of Hull (Mathematics)* London: Ofsted.
- Oja, S. N. and L. Smulyan (1989) *Collaborative action research: A developmental approach*. Falmer Press: Philadelphia.
- Orafi, S. (2009) Intentions and realities in implementing communicative curriculum reform *System* 37, 243-253.
- Oraif, F. A. (2007) *An Exploration of confidence related to formal learning in Saudi Arabia*, Unpublished PhD. Thesis, University of Glasgow.
- Oxford, R. (1990) *Language learning strategies: What every teacher should know*. Boston, MA: Heinle and Heinle.
- Pae, T. (2008) Second language orientation and self-Determination Theory: A Structural Analysis of the Factors Affecting Second Language Achievement. *Journal of Language & Social Psychology* 27(1), 5-27.
- Pajares, M. F. (1992) Teachers' beliefs and educational research. *Review of Educational Research* 62(3), 307-332.
- Patrick Wilson, "The Libyan Revolution: A Brief Summary", Charleston Government Examiners, From www.examiner.com [Accessed on 11 July 2011].

- Patton, M.Q. (2002) *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- Peery, A. (2004) *Deep change: Professional development from the inside out*. Lanham: Scarecrow Education.
- Pennington, M. (1990) A professional development focus for the language teaching practicum. In J. C. Richards and D. Nunan (Eds.) *Second language teacher education*. Cambridge: Cambridge University Press.
- Pimolbunyong, R., et al. (2004) *The development of teachers and schools for cooperative teacher professional development*. Unpublished Research Report.
- Purdon, A (2003) A national framework of CPD: continuing professional development or continuing policy dominance? *Journal of Education Policy* 18(4), 423-437.
- Putnam, R. and H. Borko (1997) Teacher learning: implications of new views of cognition. In B. J. Biddle, T.L. Good, and I.F. Goodson (Eds.) *The International Handbook of Teachers and Teaching*, 1223-1296. Dordrecht, The Netherlands: Kluwer.
- Rajab, A. (2007) *Student attitudes in the context of the curriculum in Libyan education in middle and high schools*. Unpublished PhD Thesis, University of Glasgow.
- Randall, M. and B. Thornton (2001) *Advising and supporting teachers*. Cambridge: Cambridge University Press.
- Reza Arabsheibani, G. and L. Manfor (2007) Non-Linearities in Returns to Education in Libya. *Education Economics* 9(1), 134-145.
- Rhodes, C. and S. Beneicke (2002) Coaching, Mentoring and Peer-networking: challenges for the management of teacher professional development in schools. *Journal of In-service Education* 28, 297-309.
- Rhodes, C. and S. Houghton-Hill (2000) The Linkeage of Continuing Professional Development and the Classroom Experience of Pupils: barriers perceived by senior managers in some secondary schools. *Journal of In-Service Education* 26(3), 423-435.

- Richards, J. and C. Lockhart (1996) *Reflective teaching in second language classrooms*. New York, NY: Cambridge University Press.
- Richards, J. and W. Renandya (Eds.) (2002) *Methodology in language teaching: An Interrogation for education*. London: The Falmer Press.
- Richards, J. C. (1991) Reflective teaching in TESOL teacher education (FL022034). *Issues in Language Education. Anthology Series 30*. (ERIC Document Reproduction Service No. ED370357).
- Richards, J. C. and T. S. C. Farrell (2005) *Professional development for language teachers*. New York, NY: Cambridge University Press.
- Richards, J. C. and T. S. Rodgers (2001) *Approaches and methods in language teaching*. New York, NY: Cambridge University Press.
- Richards, J. C. and T. S. Rogers (1986) *Approaches and methods in language teaching: A description and analysis*. Cambridge, UK: Cambridge University Press.
- Richards, J. C., Ho, B. and K. Giblin (1996) Learning how to teach in the RSA Cert. In D. Freeman and J. C. Richards (Eds.) *Teacher learning in language teaching*. New York, NY: Cambridge University Press.
- Richards, J.C., and T. S. C. Farrell (2005) *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge: Cambridge University Press.
- Richardson, V. (1996) The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.) *Handbook of research on teacher education*. New York: Simon & Schuster Macmillan, 102-119.
- Riding, P. (2001) Online teacher communities and continuing professional development. *Teacher Development* 5(3), 283-295.
- Roberts, J. (1998) *Language Teacher Education*. London: Arnold, a member of the Hodder Headline Group.
- Robinson-Pant, A. (2007) *Cross Cultural Perspectives on Educational Research*. Berkshire: Open University Press.
- Rodrigues, S. (2004) *International perspective on teachers professional development: Changes influenced by politic pedagogy and innovation*. New York, NY: Nova Publishers.

- Rodrigues, S. M. A. and P. Steel (2005) *Developing science and ICT pedagogical content knowledge: a model of containing professional developments*, Edinburgh.
- Rogers, T. (2001) *Language teaching methodology*. From [http://www.cal.org/resources/digest/roders.html](http://www.cal.org/resources/digest/rogers.html) [Accessed on 13 September 2009].
- Sabander, J. (1999) *Language learning in large classes in Indonesia*. Lancaster-Leeds Language Learning in Large Classes Research Project - project report no. 9. From <http://opensigle.inist.fr/handle/10068/516519> [Accessed on 13 April 2010].
- Sachs, J. (2003) *The activist teaching profession*. Buckingham: Open University Press.
- Said, K. (2000) *The use of computers in the teaching of mathematics in Libyan primary*. Unpublished PhD thesis, University of Eltahdi, Sirt, Libya.
- Sanz, C. and K. Morgan-Short (2004) Positive evidence vs. explicit rule presentation and explicit negative feedback: A computer-assisted study. *Language Learning* 54(1), 35-78.
- Sawani, F. (2009) *Factors affecting English teaching and its materials preparation in Libya*. Unpublished PhD Thesis, University of Essex.
- Schamber, L. (2000) Time-line interviews and inductive content analysis: Their effectiveness for exploring cognitive behaviors. *Journal of the American Society for Information Science* 51(8), 734-744.
- Schilling, J. (2006) On the pragmatics of qualitative assessment: Designing the process for content analysis. *European Journal of Psychological Assessment* 22(1), 28-37.
- Schoenfeld A.H. (1998) *Toward a theory of teaching-in-context of schools*. Unpublished PhD Thesis, University of Sunderland, UK.
- Schram, T.H. (2003) *Conceptualizing qualitative inquiry: Mind work for field-work in education and social; science*. Upper Saddle River, NJ: Pearson Education.

- Schulz, R. A. (2001) Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA Colombia. *The Modern Language Journal* 85(2), 244-258.
- Schwandt, T.A. (2001) *Dictionary of qualitative inquiry*. Thousand Oaks, CA: Sage
- Scotland, N. C. T. (2007) Teachers for excellence a model for CPD. *Continuing professional developments in Scotland* 8, 5-12.
- Scott, S. M. (1997) The grieving soul in the transformation process. In P. Cranton (Ed.) *Transformative learning in action: Insights from practice*. San Francisco: Jossey-Bass, 41-50.
- Segall, A. (2002) Disturbing practice: *Reading teacher education as text*. New York, NY: Peter Lang.
- Segall, A. (2004) Revisiting pedagogical content knowledge: The pedagogy of content/the content of pedagogy. *Teaching and Teacher Education* 20(5), 489-503.
- Shamim, F. (1993) *Teacher-learner behaviour and classroom processes in large ESL classes in Pakistan*. Unpublished Master dissertation, University of Leeds, UK.
- Shank, G. (2002) *Qualitative research. A Personal Skills Approach*. Englewood Cliffs, NJ: Prentice-Hall.
- Sherin, M. G., Sherin, B. L. and R. Madanes (2000) Exploring diverse accounts of teacher knowledge. *Journal of Mathematical Behaviour* 18(2), 357-375.
- Shulman, J. H. (Ed.) (1992) *Case methods in teacher education*. New York, NY: Teachers College Press.
- Shulman, L. S. (1987) Knowledge and teaching: Foundations of the New Reform. *Harvard Educational Review* 57 (1)3 -22.
- Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In P. P. Grimmett and G. L. Erickson (Eds.) *Reflection in teacher education*. New York: Teachers College Press, 31-38.

- Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In P. Grimmer and G. Erickson (Eds.) *Reflection in teacher education*. New York, NY: Teachers College Press.
- Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In P. P. Grimmer and G. L. Erickson (Eds.) *Reflection in teacher education*. New York, NY: Teachers College Press, 31-38.
- Shulman, L. S. (1995) Those who understand: Knowledge growth in teaching in: B. Moon and A.S. Mayes (Eds) *Teaching and Learning in the Secondary School*. London: Routledge, 125-133.
- Simon, R. I. (1992). *Teaching against the grain: Texts for pedagogy of possibility*. New York: Bergin & Garvey.
- Simons, H. A. (1976) *Administrative behavior*. New York: Free Press.
- Skinner, B.F. (1957) *Verbal behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Smyth, J. (1991) *Teachers as collaborative learners*. Buckingham: Open University Press.
- So, H. J., Lossman, H., Lim, W. Y. and J. M. Jacobson (2009) Designing an online video-based platform for teacher learning in Singapore. *Australasian Journal of Educational Technology* 25(3), 440-457
- Solis, A. (2004) The Role of Mentoring in Teacher Quality and Retention. *Intercultural Development Research Association Newsletter*. San Antonio, TAXAS. From http://www.idra.org/index.php?option=com_content&task=view&id=5136&Itemid=139entoring in Teacher Quality and Retention.
- Solis, A. (2009) Pedagogical Content Knowledge: What Matters Most in the Professional Learning of Content Teachers in Classrooms with Diverse Student Populations. IDRA. TAXAS
- Solomon, J. and S. Tresman (1999) A Model for continued professional development: knowledge, belief and action. *Journal of In-service Education* 25, 307-319.
- Sowder, J. T. (2007) The mathematical education and development of teachers. In F. Lester (Ed.) *Second handbook of research on mathematics teaching and learning*. Charlotte, NC: Information Age Publishing, 157-223.

- Spolsky, B. (1989) *Conditions for second language learning*. London: Oxford University Press.
- Stacey, K., Helme, S., Steinle, V., Baturu, A., Irwin, K. and J. Bana (2001) Pre-service teachers' knowledge of difficulties in decimal numeration. *Journal of Mathematics Teacher Education* 4, 205-225.
- Stenbacka, C. (2001) Qualitative research requires quality concepts of its own. *Management Decision* 39(7), 551-555.
- Stern, H. H. (1983) *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Strauss, A. and J. Corbin (1990) *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Strevens, P. (1979) The Nature of language teaching in understanding second and foreign language learning. In J. Richards (Ed.) *Methodology in language teaching: an anthology of current practice*. Rowley, Mass., Newbury House, 179-203.
- Suleiman, Y. (1996) *Language and Identity in the Middle East and North Africa*. Surrey, UK: Curzon Press.
- Suleiman, Y. (1999) Language education policy--Arabic Speaking Countries. In B. Spolsky (Ed.) *Concise Encyclopedia of Educational Linguistics*. Amsterdam: Elsevier, 157-168.
- Suleiman, Y. (2003) *The Arabic Language and National Identity*. Washington, D.C.: Georgetown University Press.
- Sulkunen, P. (1987) *Sosiologian avaimet (The Keys to Sociology)*. Porvoo, Helsinki, Juva: WSOY.
- Teferra, D. and P. Altbach (2004) African higher education: Challenges for the 21st century. *Higher Education* 47, 21-50.
- Tesch, R. (1990) *Qualitative research: Analysis types & software tools*. Bristol, PA: Falmer Press.
- Thompson-Panos, K. and M. Thomas-Ružić (1983) The least you should know about Arabic: Implications for the ESL writing instructor. *TESOL Quarterly* 17(4), 609-623.

- Tompkins, F. M., Winn, J. et al., (April 1996) Lessons learned from teachers' action research: implications for k-12 setting and pre-service /in-service teacher preparation. Paper presented at the Annual International Convention of the Council for Exceptional Children, Orlando, FL.
- Toruneav, R. L. (1952) Libyan education and its development. In *UNESCO Report of Missions in Libya*, Frankfurt, Tohannes Weisbecker.
- Tsui, B. (2003) *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge: Cambridge University Press
- UNESCO, International Association of Universities and Association of African Universities (2002) *Guide to higher education in Africa*. Hampshire: Palgrave Publishing. From World Education News & Reviews at <http://wenr@wes.org>.
- Valencia, J. A. A. (2009) An exploration of Colombian EFL teachers' knowledge base through teachers' reflection. *Linguagem & Ensino, Pelotas* 12(1), 73-108.
- Van Driel J. H., Verloop N. and W. De Vos (1998) Developing science teachers' pedagogical content knowledge. *Journal of Research in Science Teaching* 35, 673-695.
- Van Driel, J. H., Veal, W. R. and E. M. Janssen (2001) Pedagogical content knowledge: An integrative component within the knowledge base for teaching. *Teaching and Teacher Education* 17(4), 979-986.
- Vandewalle, D. (2006) *A History of Modern Libya*. Cambridge, UK: Cambridge University Press.
- Veal, W. R., Jvan Driel, J. and H. Hulshof (2001) Review of pedagogical content knowledge: How teachers transform subject matter knowledge. *International Journal of Leadership in Education* 4(3), 285-291.
- Vespoor, A. (1989) *Pathways to change: Improving the quality of education in developing countries*. Washington, DC: World Bank.
- Von Glasersfeld, E. (1989) Cognition, construction of knowledge, and teaching. *Synthese* 80, 121-140.
- Vygotsky, L. S. (1978) *Mind in Society*. Cambridge, MA: MIT Press.

- Walid, C. (2011) “The Face book Revolution”, *New African*, February 2011.
- Wallace, M. J. (1991) *Training foreign language teachers: a reflective approach*. Cambridge England; New York: Cambridge University Press.
- Ware, H. and A. Kitsantas (2007) Teacher and collective efficacy beliefs as predictors of professional commitment. *The Journal of Educational Research* 100(5), 303-310.
- Weber, R. P. (1990) *Basic content analysis*. Newbury Park, CA: Sage Publications
- Weiner, G. (2002) Professional development, Teacher Education, Action research and Social Justice: a recent initiative in North Sweden. Paper presented at the Annual Conference, In-service and Professional Development Association, Birmingham, 1-3 November 2002.
- Wenger, E. (1998) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.
- Wenger, E. (2007) *Communities of practice: A brief introduction*. From <http://www.ewenger.com/theory/> [Accessed on 14 July 2009].
- Widdowson, H. G. (1990) *Aspects of language teaching*. Oxford: Oxford University Press.
- Willig, C. (2001) *Introducing qualitative research in psychology*. New York: Plama Press.
- Willig, C. (2001) *Introducing qualitative research in psychology: Adventures in theory and method*. Buckingham: Open University Press.
- Wilson, K. (1999) Note-taking in the academic writing process of non-native speaker students: Is it important as a process or a product? *Journal of College Reading and Learning* 29(2), 166-179.
- Wilson, S. M. and G. W. McDiarmid (1996) Something old, something new: What do social studies teachers need to know? In. In F. B. Murray (Ed.) *The teacher educator's handbook: Building a knowledge base for the preparation of teachers*. San Francisco: Jossey-Bass, 295-319.
- Wilson, S., Shulman, L. and A. Richert (1987) 150 different ways of knowing: representations of knowledge in teaching. In J. Calder Head (Ed.) *Exploring teachers' thinking*. London: Cassell Education, 305-320.

- Winsor, M. S. (2003) *Preservice mathematics teachers' knowledge of functions and its effect on lesson planning at the secondary level*. Unpublished PhD dissertation, University of Iowa.
- Woods, D. (1996) *Teacher cognition in language teaching: beliefs, decision-making, and classroom practice*. Cambridge [England]; New York: Cambridge University Press.
- Woolfolk, A. E. (2001) *Educational psychology* (8th Ed.) Boston: Allyn and Bacon.
- Yoon, H and A. Hirvela (2004) ESL student attitudes toward corpus use in L2 writing. *Journal of Second Language Writing* 13(4), 257-283.
- Yousif, H., Goujon, A., and W. Lutz (1996) *Future population and education trends in the countries of North Africa*. Laxenburg, Austria, RR-96-11.
- Zahid, C. (2006) *Righting writing errors*. A presentation at the Seventh Annual UAE .University Research Conference UAE. University, Al-Ain.
- Zartman, I and W. Habeeb (Eds.) (1993) *Polity and society in contemporary North Africa*. Boulder, CO: Westview Press.
- Zeichner, M. K. (2003) Teacher research as professional development for P-12 educators in the USA. *Educational Action Research* 11, 301-326.
- Zimbardo, G. P. and M. Leippe (1991) *The psychology of attitude change Influence*. Philadelphia: Temple University Press.
- Zughoul, M. R. (2003) Globalization and EFL/ESL pedagogy in the Arab World. *Language and Learning* 1(2).

10. Appendices



The University of Glasgow, charity number SC004401

Consent Form for Scenarios

Title of Project: An Investigation of Influences Affecting Libyan English as Foreign Language University Teachers (LEFLUTs), Teaching Approaches in the Language Classrooms

Name of Researcher: Ageila Ali Elabbar

- (1) I confirm that I have read and understood the Plain Language Statement for the above study and have had the opportunity to ask the questions.
- (2) I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
- (3) I understand that my name and other data will not be revealed to anybody other than the researcher.
- (4) I agree/do not agree to take part in the above study.

Name of Participant

Date

Signature

Research

Date

Signature

Appendix A1: the Scenarios and Responses



NAME _____, GENDER _____, DGREE(S) _____, YEARS OF
EXPERIENCE AFTER LAST DEGREE, _____ OTHER INFORMATION (optional)

Scenario One: Listening & Pronunciation Lesson

This is a second-year university EFL classroom of 60 students in a listening & pronunciation lesson. The teacher starts his lesson by asking the students to read the text aloud to each other. The students ignores listening to the right pronunciations and focus on reading aloud to each other. They make several mistakes with word stress in pronouncing long words, such as comprehension, supplementary and enthusiasm. The teacher pronounces these words loudly and asks his students to continue listening to their loud reading. Then the teacher realises that his students still make a pronunciation mistakes.

1. What would you do?

2. Why?

A1.1. Scenario One: Responses

Code	Participants' Suggestions (Quotes of their Scenarios' Responses)
M1 (OGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>“I think it is difficult to teach a class of sixty students listening and pronunciation, I have to divide them into two groups of 30s which is the capacity of any language lab. Reading aloud to each other is not valid; because who grants that students reading correctly. I have recorded the passages for them, and they listen and repeat .they can correct their mistakes by recording their voices and listen again and compare their to that of the teacher”</p> <ul style="list-style-type: none"> ▪ Why? <p>“To teach such skills you must have small groups. Practice plays an essential part in teaching such skills. The teachers have to make sure that each student has participated in reading the passage”</p>
M2 (OGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>“In this case I will have to use tapes and records of native speaker to stimulate students' listening ability”</p> <ul style="list-style-type: none"> ▪ Why? <p>“To Resort and mimic”.</p>
M4 (OGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>“I would provide a model reading first. Material taped. Dividing students into guided pairs to practice and answer questions”</p> <ul style="list-style-type: none"> ▪ Why? <p>“Besides, students should not be left to their own pronunciation and students should be involved in a practical framework rather than just listening to the teacher's explanation”.</p>

Code	Participants' Suggestions (Quotes of their Scenarios' Responses)
M7 (OGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>"In this situation, the best way to go about it is by first explaining the stress patterns of the words, and their significance in, pronunciation. The number of students is the biggest problem, because you can not attend to them individually"</p> <ul style="list-style-type: none"> ▪ Why? <p>"First of all Libyan students tend to shy away from pairs or reading aloud"</p>
M9 (NGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>"I would do More reading practice. I.e. ask Students should read aloud to each other more than three times".</p> <ul style="list-style-type: none"> ▪ Why? <p>"I believe that it is the proper way of teaching listing"</p>
F11 (OGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>"This lesson would probably not Accor even in Libya. the teacher would have some input (tape, CD or TV programmes) where students would listen in order to answer some questions(main ideas, details , another points of views ,etc)then the tap or with teacher as a model , students should listen to pronunciation of words ,phrases ,attempting plus model , stress, etc"</p> <ul style="list-style-type: none"> ▪ Why? <p>1. <i>"the newer graduation of teachers who teach listing and speaking are the newly graduated teachers (MA students .two seniors staff members have been responsible for advising with materials and methodology and the have the final say"</i></p>
F12 (NGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>"I would Introduce the students with new vocabulary focusing on meaning, pronunciation and then I'd give these words in context. then Asking students to listen to my perfect pronunciation"</p> <ul style="list-style-type: none"> ▪ Why? <p><i>"because I guess it is recommended for the students to listen to the perfect pronunciation of words, as I will be kept in their memories"</i></p>

Code	Participants' Suggestions (Quotes of their Scenarios' Responses)
F15 (NGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>“I would drill the correct pronunciation with the students’ would keep on correcting the students’ pronunciations to an extent. teacher should encourage his/her students to make the right pronunciation”</p> <ul style="list-style-type: none"> ▪ Why? <p>“Although it is important for students to pronounce correctly”</p>
F16 (NGT)	<ul style="list-style-type: none"> ▪ What would you do? <p>“Ask students how native speakers pronounce words. Ask students to pronounce some words. Then give more explanations and corrections. Finally, students read to each other”</p> <ul style="list-style-type: none"> ▪ Why? <p><i>“ the EFL students should have a longer time to practice and they should have time to compare or follow”</i></p>



University
of Glasgow

NAME _____, GENDER _____, DGREE(S) _____, YEARS OF
EXPERIENCE AFTER LAST DEGREE, _____ OTHER INFORMATION (optional)

Scenario Two: Passive and Active Voice (Grammar)

This is EFL university teacher is teaching 55 third-year students in a two-hour lesson on passive and active voice (Grammar).The teacher starts the lesson reading from her chosen grammar material which involves a few practical examples. During the lesson, the teacher keeps reading from what is provided in her chosen material. The students cannot identify the rules and structures of passive and active voice from their teacher's reading.

1. What would you do?

2.

Why? _____

A1.2. Scenario Two: Responses

	Participants' Suggestions (Quotes of their Scenarios' Responses)
M2 (OGT)	<ul style="list-style-type: none"> What would you do? <p>"Grammar Translation method is more practical in this case"</p> <ul style="list-style-type: none"> Why? <p>"Because it saves time and hits the rules".</p>
M3 (OGT)	<ul style="list-style-type: none"> What would you do? <p>"I would start the lesson by Explaining more about passive and active voice with translation. Reading to students".</p> <ul style="list-style-type: none"> Why? <p>"Because my students need some Arabic explanations as introduction to the topic"</p>
M4 (OGT)	<ul style="list-style-type: none"> What would you do? <p>"I would Present more sentences on the blackboard. Analysing the difference between active and passive. Explaining the grammatical structure. Giving students exercises to do".</p> <ul style="list-style-type: none"> Why? <p>"Students need to get involved"</p>
M5 (OGT)	<ul style="list-style-type: none"> What would you do? <p>"I would Remind students of the simple rules of active and passive voice by giving a few examples on the blackboard. bearing in mind moving from simple to perfect tense"</p> <ul style="list-style-type: none"> Why? <p>"They are third year students; they are supposed to know it from last year"</p>

	Participants' Suggestions (Quotes of their Scenarios' Responses)
M6 (OGT)	<ul style="list-style-type: none"> What would you do? "I would give the students more time. Then I would use Arabic translation to explain the instruction of the task. also, I would Use the blackboard to give more examples" Why? "because Arabic will save time, and some students' English might not be good enough to understand such a task"
M7 (OGT)	<ul style="list-style-type: none"> What would you do? "I would Write examples on the board and practicing them over and over again". Why? "Because the Libyan students used to learn by this method".
M8 (OGT)	<ul style="list-style-type: none"> What would you do? "A direct method is needed and the rules should be well explained in Arabic". Why? "Such a lesson cannot be easily understood by elementary students if the facts are explained in English".
M9 (NGT)	<ul style="list-style-type: none"> What would you do? "The first step I should is to write the title of the lesson which is passive voice before starting explaining the lesson .I should identify the structure and then I may do what the above teacher did" (he means what was in provided in the scenario) Why? "Because it may make the lesson easier to students"
F10 (OGT)	<ul style="list-style-type: none"> What would you do? "This is not grammar teaching. I would first ask the students to underline the verbs which have the structure of a passive voice. Give them examples. Students identify the rules from the examples". Why? "She said that grammar should be taught in a context and students should be given time to think"

	Participants' Suggestions (Quotes of their Scenarios' Responses)
F11 (OGT)	<ul style="list-style-type: none"> What would you do? "Many Libyan teachers would re read from their chosen materials. I would provide students with authentic text. Having students find examples of active and then passive voices. Helping students to understand the difference between passive and active. Discussing the function of passive and active. Learning discovery where students practice and understand the use of passive and active voices through practicing and discovering their function. Grammar should be contextualized". Why? "This would be important in order to discuss their functions-what they do in a sentence and why they are used. I would write the examples on the board in the table to show the various tenses used. they'd be asked to do homework when they find some text that include examples of the passive"
M14 (NGT)	<ul style="list-style-type: none"> What would you do? "In grammar lessons, students should be mad familiar with the rules first. In this case, the students need to recognise the constructions between passive and active using the blackboard. Explaining the difference between Arabic and English in this respect. Encouraging students to do group work. Providing more exercises and feedback for students". Why/ "Students should be aware of the concept first then they should know it through the group work".
M17 (OGT)	<ul style="list-style-type: none"> What would you do? "I would go deeper through; Attracting students' attention by comparing the structure of active and passive in both L1 & L2. Pulling students back. Start with simple sentences and move on to more complicated sentences". Why? "Because I think attraction and illusion are the only ways to make students understand".



University
of Glasgow

NAME _____, GENDER _____, DGREE(S) _____, YEARS OF
EXPERIENCE AFTER LAST DEGREE, _____ OTHER INFORMATION (optional)

Scenario3: Writing Lesson

This is a second -Year University EFL classroom of 70 students in a writing lesson. The teacher finds that his students fail to write a 500 word essay about the city of Benghazi as homework. The teacher criticised his students' level of descriptive writing, and starts a different writing lesson about argumentative academic writing. The teacher describes the main techniques using his chosen (Established) writing material, but the students still face difficulties getting additional information from their material.

1. What would you do?

2. Why?

A1.3. Scenario Three: Responses

	Participants' Suggestions (Quotes of their Scenarios' Responses)
M2 (OGT)	<ul style="list-style-type: none"> What would you do? "I will Expose students as many writing tasks as possible through having them extracts of reading tasks about the included writing task" Why? "Because I believe that in order to improve students writing, students should have as many reading tasks as possible"
M4 (OGT)	<ul style="list-style-type: none"> What would you do? "Staying with a descriptive, easy lesson. Using the blackboard to illustrate to the students how to proceed with easy writing. Dividing students into groups of 5 or 6 to collaborate". Why? "Because students need to be encouraged to write, getting all the help from the teacher in focusing on the main elements of descriptive writing. Moving to another lesson would not help".
M5 (OGT)	<ul style="list-style-type: none"> What would you do? "I would give them homework and start a new lesson" Why? "Students need to take responsibility themselves. It is hard and doesn't work with 70 students"
M7 (OGT)	<ul style="list-style-type: none"> What would you do? "I would do the same as the teacher with more work. Giving students more writing work until they can produce a suitable essay". Why? "Because they are second year students who should write an essay; they just need practice".
F 11 (OGT)	<ul style="list-style-type: none"> What would you do? "Properly, the teacher should model the process on the black board for the entire class. He/she should brainstorm, writing all the ideas of the entire class on the board on half of the board. Then, the teacher should teach the class how to prepare a plan from these brainstormed notes-either a mind map, bullet-point notes. Students must copy the notes and the plan in their notebooks/ folders. The teacher can then review the structure of the essay he/she wants from the students: introductory paragraph, body paragraphs, conclusion. Then the students can attempts to write the essay together in small groups with the teacher working among the desks to answer question and help with spelling" .Why? "Because I believe that helping students understand is the teacher's duty to do"

	Participants' Suggestions (Quotes of their Scenarios' Responses)
F 12 (NGT)	<ul style="list-style-type: none"> What would you do? "It is recommended, that before giving the students general techniques of writing. That is how to organize the topic in a unified whole, using different ideas. Moreover, the teacher should stay at the same topic instead of moving to a new one to manipulate the problem" Why? "To start with the students step by step and manipulating the problems before explaining the lesson".
F13 (NGT)	<ul style="list-style-type: none"> What would you do? "I will ask them to write two descriptive paragraphs about two different topics. Explaining the structures of descriptive writing. Taking and explaining some samples of the students writing. Moving to another lesson". Why? "Because this is what I can do after all"
M14 (NGT)	<ul style="list-style-type: none"> What would you do? "I would not criticise the students. This will discourage them; our students are not trained to write. I will Make sure that the students write correct sentences either by coordination or subordination". Why? "Because writing is the most difficult for the students".
F15 (NGT)	<ul style="list-style-type: none"> What would you do? "If I have enough time; I would Open two or three lessons showing students how to brainstorm and outline essays before moving on to the next lesson. but if I have not time , I would go to the next lesson" Why? "Because my choice of action depends on the availability of time, as the writing process takes time".
F16 (NGT)	<ul style="list-style-type: none"> What would you do? "I will not start another lesson. I will collect the main mistakes of the students and give them feedback about their products. then I try to use group work correction and pair work correction to concentrate about all the weakness" Why? "Because the writing process should be based on three stages: pre writing stage, writing stage and post writing stage".
M17 (OGT)	<ul style="list-style-type: none"> What would you do? "I would do as same as the teacher's did. I would Criticise the student's level and Start a different lesson" Why? "Because it is more successful way"



University
of Glasgow

NAME _____, GENDER _____, DGREE(S) _____, YEARS OF
EXPERIENCE AFTER LAST DEGREE, _____ OTHER INFORMATION (optional)

Scenario 4: Linguistics

This is a third -Year University EFL classroom of 65 students in a two-hour linguistics lesson on word roots. The teacher starts the lesson by describing the information as provided in her material. The students do not interact with their teacher’s explanation and find it difficult to understand their lesson. The teacher continues her lesson explanations and asks her students to do the exercises individually. She gives them additional time to read the lesson again and do the practice individually, but most students cannot answer the exercises.

1. What would you do?

2. Why?

A1.4. Scenario Four: Responses

	Participants' Suggestions (Quotes of their Scenarios' Responses)
M2 (OGT)	<ul style="list-style-type: none"> What would you do? "I would Introduce the rules of affixations in English. Expose students to materials that introduce the prefixes and suffixes. Giving detailed explanations about words and morphemes". Why? <i>"Further explanations without involving students will help in such lesson"</i>.
M4 (OGT)	<ul style="list-style-type: none"> What would you do? "I would start with Start with a brief explanation of the task. Asking students to work in groups listening to different word roots. Students do exercises in groups". Why? "having the students work cooperatively enhances the items that teacher explains, and activities re-enforce the points explained"
M 5 (OGT)	<ul style="list-style-type: none"> What would you do? "I would give some Expiation on the word roots in Arabic then move back to explain them in English where they will find easier". Why? "Sometimes, a teachers of a monolingual classroom needs to use mother tongue to facilitate some points in classroom".
M6 (OGT)	<ul style="list-style-type: none"> What would you do? "I might do the task in pair work or group work or ask individual students who can do the task" Why? "Group or pair work helps students to share knowledge and information; this will help them to do the tasks"
M8 (OGT)	<ul style="list-style-type: none"> What would you do? "I would show the students the difference between Arabic and English morphology, morphemes and their functions. These should be explained in Arabic as much as possible. English morphology, I it is much easier for students. students will not find it difficulty to understand" Why? "English morphology is based on prefixes and suffixes".
F10 (OGT)	<ul style="list-style-type: none"> What would you do? "This is knowledge based course; this means that students have to read the materials first. Then I would Give a general introduction with examples. then apply them through tasks" Why? "To give students chance to prepare themselves for discussion"

	Participants' Suggestions (Quotes of their Scenarios' Responses)
F11 (OGT)	<ul style="list-style-type: none"> What would you do? "I would Provide many examples (different from those in the text) on the board and Ask students to discover the roots as distinct to prefixes and suffixes. Asking students to think of other words containing the same roots found on the board. Asking students to complete the exercises in pairs". Why? "Morphology is a difficult subject; therefore, the teacher needs to go slowly through out students discover meanings and derivational rules themselves, they will learn much better and retain this knowledge longer than if it was memorised from texts".
M14 (NGT)	<ul style="list-style-type: none"> What would you do? "The teacher should divide the students into groups. Students should be encouraged and involved into discussion Exercise could be done either in pairs or groups". Why? "When students discuss they can easily learn from each other".
F15 (NGT)	<ul style="list-style-type: none"> What would you do? "I would write examples on the board. Using the information provided in the text book. Asking students to do the exercises either in pairs or individually". Why? "Adding and explaining more examples on the board are clearer for students to understand".
M17 (OGT)	<ul style="list-style-type: none"> What would you do? In such case, I would ask Students to do practice in pairs and groups rather than individual work. Why? "Because Working in groups allows students to help each other".
F18 (NGT)	<ul style="list-style-type: none"> What would you do? "I may start the lesson by giving the students Some information about words structure and of rules by which words are formed. Starting from morphology and free morphemes then I'll explain that root. I may give 3 or 4 words have the same root and make the students notice the difference. In order to make the students understand. I may also use Arabic by giving examples and ask them to give some examples" Why? "In general our students face a lot of problems with linguistics although it is very interesting field among language studies. Also, that using the students' native language may help them to recognize the rules".



NAME _____, GENDER _____, DGREE(S) _____, YEARS OF
EXPERIENCE AFTER LAST DEGREE, _____ OTHER INFORMATION (optional)

Scenario 5: Reading and Vocabulary

This is a first-year university EFL classroom of 50 students in a two-hour reading & vocabulary lesson about agriculture .The teacher starts his lesson by giving the students sometime to read the provided text to each other. Then the teacher asks his students to start answering the text questions. The students face difficulties in understanding most of the text questions.

1. What would you do?

2. Why?

A1.5. Scenario Five: Responses

	Participants' Suggestions (Quotes of their Scenarios' Responses)
M1 (OGT)	<ul style="list-style-type: none"> What would you do? "I would use mind maps method in teaching reading comprehension. Therefore, I'll start with brain storming through skimming the text, trying with students to analyse and clarify the text, Working on the difficult words, Organizing ideas, exchanging view points and scanning the answers with the teacher's help". Why? "Because I think Mind Map is a practical method which is student centred".
M3 (OGT)	<ul style="list-style-type: none"> What would you do? "I may start as what the above teacher did, and then I will show and explain some words in Arabic" Why? "Because my students and even myself are used to learn reading by this way"
M4 (OGT)	<ul style="list-style-type: none"> What would you do? "Before asking the students to read the chosen text .the teacher should have read it first. I would read to the students first, then Structure the vocabulary scheme. And finally Asking students to answer the questions". Why? "Students should not be expected to answer the text questions; as they can not understand the text in the first place"
M5 (OGT)	<ul style="list-style-type: none"> What would you do? "I would follow the same techniques of the teacher. Then, I would ask the students to read to each other, then Facilitating the students to understand difficult words" Why? "This is a good way to let students have ideas about the content of the passage".
M8 (OGT)	<ul style="list-style-type: none"> What would you do? "Students cannot respond to the text questions; Approaching the direct method to facilitate the students' understanding". Why? "This is according to my teaching experience which indicate that Libyan students in particular do not perceive much of English at its different levels"
M9 (NGT)	<ul style="list-style-type: none"> What would you do? "I would Explain the unfamiliar words that most students do not understand. Then I will try to Translate to Arabic and imitate the difficult words". Why? "Because my students used to learn by translation. I believe translation into the students' native language is the proper way of teaching reading".

	Participants' Suggestions (Quotes of their Scenarios' Responses)
F10 (OGT)	<ul style="list-style-type: none"> What would you do? "I believe reading is a communicative process .learners should read for a purpose. I will use pre, while and post reading". Why? "Pre reading is to prepare learners for the text .reading is a silent process. Learners read the task then try to find the information in the text. post reading is cycle for the integration reading with writing "
F11 (OGT)	<ul style="list-style-type: none"> What would you do? "I would not have students read the text aloud to each other-this is more pronunciation practice than anything. If I want to truly understand the text, they would have to read it silently in order to encourage greater understanding. I would provide a glossary of new words on the board. Showing students the synonyms or brief definitions. Having students exchange their papers with each other for a peer corrections (basic editing)". Why? "By this way I would expect students to be able to answer the comprehension questions"
F12 (NGT)	<ul style="list-style-type: none"> What would you do? "After giving the students some time to read the text and try to do the question. I would Give students some time to read and try the questions and Read the text to the students and giving them extra time to do the questions again". Why? "Because the context may have some pronunciation and words which the students are not familiar with .Therefore, they should be introduced with explanation of words within the context. and then the students compare their answers before and after giving the context"
F13 (NGT)	<ul style="list-style-type: none"> What would you? "I will just start explaining the difficult words for them .so, I think the text will be clear to some extent. Giving students' proper time to answer the questions". Why? "Because as simple as this if they don't know the meaning of the key words. They will not be able to answer the questions about the themes correctly"
M14 (NGT)	<ul style="list-style-type: none"> What would you do? "I will Divide students into small groups. Having the Students discuss the questions. Then I will monitor their discussion from a distance". Why? "Because the advantage of these activities is that they help students to bridge their knowledge gaps".
F16 (NGT)	<ul style="list-style-type: none"> What would you do? "I think it is important for the teacher to prepare his students through starting with Pre-reading stage, Giving students some pictures related to the text and Helping students to guess the meaning through the context". Why? "Because this way will avoid using the mother tongue".

	Participants' Suggestions (Quotes of their Scenarios' Responses)
M17 (OGT)	<ul style="list-style-type: none"> ▪ What would you do? "I would first divide students into groups of five. Encouraging the students to read the text and to understand it. Opening a discussion among groups about the questions and meanings". ▪ Why? "It helps more to make students in such a big number to understand"
F18 (NGT)	<ul style="list-style-type: none"> ▪ What would you do? "I may Bring some pictures representing the agriculture tools. Asking students what they know about farming. Encouraging students to find the answer from the text. Providing some synonyms of the difficult words". ▪ Why? "Some texts are very complicated for the students to understand. Students should learn how to scan and skim. Also, a large number of students always reduce the teachers' activities".



University
of Glasgow

NAME _____, GENDER _____, DEGREE(S) _____, YEARS OF
EXPERIENCE AFTER LAST DEGREE, _____ OTHER INFORMATION (optional)

Scenario 6: Grammar (revision)

This is a fourth -year university EFL classroom of 54 students in a grammar lesson. The teacher realises that her students still have difficulties with tenses, such as past perfect and future tense from their previous year. The teacher also finds that her students have to memorize the forms of most tenses during exam times. The teacher strongly criticises her students' level and starts a new grammar lesson .The students face difficulties in understanding their new grammar lesson on tenses.

1. What would you do?

2. Why?

A1.6. Scenario Six: Responses

	Participants' Suggestions (Quotes of their Scenarios' Responses)
M1 (OGT)	<ul style="list-style-type: none"> What would you do? "First the teaching situation is difficult as the number of students is 54. I would Start with a general revision of previous grammatical items. During this revision, I will try to pinpoint the strength and weakness. I should not criticise my students' performance ,but I have to encourage them to study hard and revise forms of tenses .new lesson can only be given when I finished revision and I realize that students are ready to grasp new grammatical rules" Why? "Because criticising students can have bad effect on them. Therefore, good teacher works for his/her students' needs".
M3 (OGT)	<ul style="list-style-type: none"> What would you do? "I would do as same as the above teacher did, which is Staring a new lesson and students should take the responsibility for themselves". Why? "Because they are fourth year students and the teacher is not responsible".
M4 (OGT)	<ul style="list-style-type: none"> What would you do? "I would start with revision of the tenses to the students who are having problem with employing the techniques of question and answers as well as drilling the grammatical rules". Why? "Understanding and learning the grammatical items is the key element of learning".
M6 (OGT)	<ul style="list-style-type: none"> What would you do? "I would Use some examples to show the grammatical structures". Why? "Grammar structure which used examples can be more practical when teaching grammar"
F11 (OGT)	<ul style="list-style-type: none"> What would you do? "I would try to include an oral practice with some students who have good ideas. Encouraging students to practice tense by tense. I would have students asking and answering questions that focus on present tense: likes and dislike, facts about the college, city, country (3) daily routine. each tense would be practiced separately this oral practice would be a major focus" Why? "The teacher said such activities often help students' performance".
F15 (NGT)	<ul style="list-style-type: none"> What would you do? "I would revise the tenses with the students though giving more examples, translation and hand-outs". Why? "It is not important to revise the previous grammar before moving on to a new lesson"

	Participants' Suggestions (Quotes of their Scenarios' Responses)
F18 (NGT)	<ul style="list-style-type: none"> What would you do? Before starting a new grammar lesson. I'll give the students revision about the tenses, Downloading some exercises from the web and provide them to students. Asking students to work hard. Starting a new lesson". Why? "Because students should know the meaning of tenses by being exposed to different materials".

Appendix A2: Tables Used for Scenarios

A2.1 Evidence of the Stage 2 analysis (Interpretations of teachers' responses)

Same definition of problem/same suggestions for solving it	Same definition of the problem but different solution.	Different definition of problem but same solution	Different definition of the problem but different solution for solving it
Scenario one: Listening & Pronunciation Lesson (9 participants)			
NONE	M1-M.2-F11- F16	NONE	M4 - M7 -M9- F12- F15
Scenario Two: passive and active voice (Grammar) Lesson - (12 participants)			
F10-F11	M2-M3-M4- M5-M6-M7	M9	M8-M14-M17
Scenario three: Writing Lesson- (11 participants)			
M4-F11	M 2- F 12- F 13- M14- F16	NONE	M5-M7- F15-M17
Scenario four: Linguistics Lesson- (11 participants)			
M4-F10-F11	M 2-M 5-F15	M 6-M14	M17-M 8
Scenario five: Reading and Vocabulary Lesson- (14 participants)			
M1-F10-F11- F16-F18	M3-M4-M5 M9-F12M17	F13-M14	M8
Scenario six: Grammar Lesson-(7 participants)			
NONE	M1-M4- M6- F11-F15-F18	NONE	M3

A2.2. Phase 3

Teachers who tend to apply the traditional Libyan way or similar way.	Teachers who tend to apply the interactive way, or similar way.	Teachers who tend to used the Grammar Translation method, teachers' centred, mixed methods, deductive way, the traditional Libyan method or similar way.	Teachers who tend to used inductive, communicative, direct method, discovery learning or similar way	Teachers who used <u>Coherent</u> approach to respond on the scenarios.	Teachers who used <u>incoherent</u> approach to respond on the scenarios.
Scenario One: Listening and Pronunciation Lesson					
1. M2 2. M4 3. M7 4. M9 5. F12 6. F15 7. F16 7out of 9	1.M1 2.F11 2 out of 9	1.M2 2.M4 3.M7 4.M9 5.F12 6.F15 7.F16 7out of 9	1. M1 2. F11 2 out of 9	1. M1 2.F11 2 out of 9	1. M2 2. M4 3. M7 4. M9 5. F12 6. F15 7. F16 7 out of 9
Scenario Two: Passive and Active Voice (Grammar) Lesson					
1. M2 2. M3 3. M4 4. M5 5. M6 6. M7 7. M8 8. M9 9. M17 9 out of 12	1. F10 2. F11 3. M14 3 out of 12	1. M2 2. M3 3. M4 4. M5 5. M6 6. M7 7. M8 8. M9 8 out of 12	1. F10 2. F11 3. M14 4. M17 4 out of 12	1. M4 2. F10 3. F11 4. M14 5. M17 5 out of 12	1. M2 2. M3 3. M5 4. M6 5. M7 6. M8 7. M9 9 out of 12

Teachers who tend to apply the traditional Libyan way or similar way.	Teachers who tend to apply the interactive way, or similar way.	Teachers who tend to use the Grammar Translation method, teachers' centred, mixed methods, deductive way, the traditional Libyan method or similar way.	Teachers who tend to use inductive, communicative, direct method, discovery learning or similar way	Teachers who used <u>Coherent</u> approach to respond on the scenarios.	Teachers who used <u>incoherent</u> approach to respond on the scenarios.
Scenario Three: Writing Lesson					
1. M2 2. M5 3. M7 4. F12 5. F13 6. M14 7. F15 8. M17 8 out of 11	1. M4 2. F11 3. F16 3 out of 11	1. M2 2. M5 3. M7 4. F12 5. F13 6. M14 7. F15 8. M17 8 out of 11	1. M4 2. F11 3. F16 3 out of 11	1. M4 2. F11 3. F12 4. F13 5. M14 6. F16 6 out of 11	1. M2 2. M5 3. M7 4. F15 5. M17 5 out of 11
Scenario Four: Linguistics Lesson					
1. M2 2. M5 3. M8 4. M14 5. F15 6. M17 7. F18 7 out of 11	1. M4 2. M6 3. F10 4. F11 4 out of 11	1. M2 2. M5 3. M8 4. F15 5. M17 6. F18 6 out of 11	1. M4 2. M6 3. F10 4. F11 5. M14 5 out of 11	1. M4 2. F10 3. F11 4. M14 5. F15 6. F18 6 out of 11	1. M2 2. M5 3. M6 4. M8 5. M17 5 out of 11

Teachers who tend to apply the traditional Libyan way or similar way.	Teachers who tend to apply the interactive way, or similar way.	Teachers who tend to used the Grammar Translation method, teachers' centred, mixed methods, deductive way, the traditional Libyan method or similar way.	Teachers who tend to used inductive, communicative, direct method, discovery learning or similar way	Teachers who used <u>Coherent</u> approach to respond on the scenarios.	Teachers who used <u>incoherent</u> approach to respond on the scenarios.
Scenario Five: Reading and Vocabulary Lesson					
1. M3 2. M4 3. M5 4. M8 5. M9 6. F12 7. F13 8. M14 9. M17 9 out of 14	1. M1 2. F10 3. F11 4. F16 5. F18 5 out of 14	1. M3 2. M4 3. M5 4. M9 5. F12 6. F13 6 out of 14	1. M1 2. M8 3. F10 4. F11 5. M14 6. F16 7. M17 8. F18 8 out of 14	1. M1 2. F10 3. F11 4. F16 5. M17 6. F18 6 out of 14	1. M3 2. M4 3. M5 4. M8 5. M9 6. F12 7. F13 8. M14 8 out of 14
Scenario six: Grammar Lesson					
1. M3 2. M4 3. M6 4. F15 5. F18 5 out of 7	1. M1 2. F11 2 out of 7	1. M3 2. M4 3. M6 4. F15 5. F18 5 out of 7	1. M1 2. F11 2 out of 7	1. M1 2. F11 2 out of 7	1. M3 2. M4 3. M6 4. F15 5. F18 5 out of 7

A2.3 Evidence of the 6 Kinds of Knowledge Affecting Teachers' Responses

Types of Knowledge	S1:total 9	S2:Total 12	S3:total 11	S4:total 11	S5:total 14	S6:total 7
Content Knowledge	7	8	6	6	8	2
General pedagogical Knowledge	7	5	6	6	8	5
Curriculum Knowledge	2	3	3	4	5	2
Pedagogical content Knowledge	2	3	3	4	5	2
Knowledge of learners	2	4	3	4	6	2
Knowledge of educational contexts and philosophies	2	4	3	4	5	2

A2.3.1. three Groups of Participants (OGTs & NGTs) emerged from the phase 1 analysis

Scenario	Group One Teachers	Group Two Teachers	Group Three Teachers
S 1	M1&F11	M2,M4,M7,F12,F13&F16	M8,M9 &F15
S 2	M4,F10&F11	M6,M7,M9,F12M14&M17	M2,M5&M8
S3	M4,F11&F16	M2,M7,M9,F12,F13,M14,F16,M17 &F18	M3,M5 &15
S4	F10&F11	M2,M4,M6,M14,F16,M17 &F18	M3,M5,M8 &15
S5	M1,F10&F11	M2,M4,M6,M7,M9,F12,F13,M14,F16,M17 &F18	M3,M5&M8
S6	M1,F11&M17	M4,M6,F15,F16,M17 &F18	M3& M8

A2.4 Overview of the Kind of Knowledge TS drew on in their Responses

Coded Names	Scenarios	Content Knowledge		General Pedagogical Knowledge		Curriculum Knowledge		Pedagogical Content Knowledge (PCK)		Knowledge of Learners		Knowledge of Educational Contexts and Philosophies	
		Yes/No		Yes/No		Yes/No		Yes/No		Yes/No		Yes/No	
M1	<u>S1</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S5</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S6</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
M2	<u>S1</u>	✓	....	✓	....	....	X	....	X	....	X	....	X
	<u>S2</u>	....	X	....	X	....	X	....	X	....	X	....	X
	<u>S3</u>	✓	....	....	X	....	X	....	X	....	X	....	X
	<u>S4</u>	....	X	✓	....	✓	X	....	X	....	X	....	X
M3	<u>S2</u>	....	X	✓	....	....	X	....	X	....	X	....	X
	<u>S5</u>	....	X	....	X	....	X	....	X	....	X	....	X
	<u>S6</u>	....	X	....	X	....	X	....	X	....	X	....	X
M4	<u>S1</u>	....	X	✓	....	....	X	....	X	✓	....	....	X
	<u>S2</u>	✓	....	✓	....	✓	....	....	X	✓	....	....	X
	<u>S3</u>	✓	....	✓	....	✓	....	✓	....	✓	....	X	....
	<u>S4</u>	✓	....	✓	....	✓	....	✓	....	✓	....	X	....
	<u>S5</u>	....	X	✓	....	....	X	....	X	....	X	....	X
	<u>S6</u>	✓	....	✓	....	....	X	....	X	....	X	....	X
M5	<u>S2</u>	....	X	✓	....	....	X	....	X	....	X	....	X
	<u>S3</u>	....	X	....	X	....	X	....	X	....	X	....	X
	<u>S4</u>	✓	....	....	X	✓	....	....	X	....	X	....	....
	<u>S5</u>	....	X	✓	....	....	X	....	X	....	X	....	X

Coded Names	Scenarios	Content Knowledge		General Pedagogical Knowledge		Curriculum Knowledge		Pedagogical Content Knowledge (PCK)		Knowledge of Learners		Knowledge of Educational Contexts and Philosophies	
		Yes/No		Yes/No		Yes/No		Yes/No		Yes/No		Yes/No	
<u>M6</u>	<u>S2</u>	....	X	....	X	....	X	....	X	....	X	....	X
	<u>S4</u>	....	X	....	X	....	X	....	X	YES	....	....	X
	<u>S6</u>	✓	X	....	X	....	X	....	X	....	X	....	X
<u>M7</u>	<u>S1</u>	....	X	....	X	✓	....	....	X	....	X	....	X
	<u>S2</u>	....	X	✓	....	....	X	....	X	....	X	....	X
	<u>S3</u>	....	X	✓	....	....	X	....	X	....	X	....	X
<u>M8</u>	<u>S2</u>	✓	X	✓	....	....	X	....	X	✓	....	....	X
	<u>S4</u>	✓	X	✓	....	✓	....	....	X	....	X	✓	X
	<u>S5</u>	✓	X	✓	....	....	X	....	X	....	X	....	X
<u>M9</u>	<u>S1</u>	....	X	....	X	....	X	....	X	....	X	....	X
	<u>S2</u>	....	X	✓	....	....	X	....	X	....	X	....	X
	<u>S5</u>	✓	....	✓	....	....	X	....	X	✓	....	....	X
<u>F10</u>	<u>S2</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S4</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S5</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
<u>F11</u>	<u>S1</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S2</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S3</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S4</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S5</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	<u>S6</u>	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....

Coded Names	Scenarios	Content Knowledge Yes/No		General Pedagogical Knowledge Yes/No		Curriculum Knowledge Yes/No		Pedagogical Content Knowledge (PCK) Yes/No		Knowledge of Learners Yes/No		Knowledge of Educational Contexts and Philosophies Yes/No	
F12	S1	....	X	✓	....	....	X	....	X	....	X	....	X
	S3	✓	....	✓	....	✓	....	....	X	✓	....	....	X
	S5	✓	....	✓	X	....	....	....	X	✓	....	....	X
F13	S3	✓	....	✓	....	✓	....	....	X	✓	....	....	X
	S5	✓	....	✓	....	....	X	....	X	....	X	....	X
M14	S2	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	S3	✓	....	✓	....	✓	....	✓	....	✓	....	....	X
	S4	....	X	✓	....	....	X	....	X	✓	....	✓	....
	S5	....	X	✓	....	....	X	....	X	✓	....	✓	....
F15	S1	....	X	✓	....	....	X	....	X	....	X	....	X
	S3	....	X	✓	....	....	X	....	X	✓	....	....	X
	S4	....	X	✓	....	✓	....	....	X	✓	....	....	X
	S6	....	X	....	X	....	X	....	X	....	X	....	X
F16	S1	....	X	✓	....	....	X	....	X	✓	....	....	X
	S3	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
	S5	✓	....	✓	....	✓	....	✓	....	✓	....	✓	....
M17	S2	✓	....	✓	....	✓	....	✓	....	✓	....	....	X
	S3	....	X	....	X	....	X	....	X	....	X	....	X
	S4	....	X	....	X	....	X	....	X	✓	....	....	X
	S5	✓	....	✓	....	....	X	....	X	✓	....	....	X
F18	S4	✓	....	✓	....	....	X	....	X	✓	....	....	X
	S5	✓	....	✓	....	✓	....	....	X	✓	....	✓	....
	S6	....	X	✓	....	✓	....	✓	....	✓	....	....	X

A2.5. Participants' Areas of Interest and Specialties

Coded Names	information about the Participants' areas of Interested or Specialties
M1	The M1 <i>"I have been teaching this subject for more than twenty years"</i>
M2	The M2 interested in the listening and pronunciation scenario(the scenario 1) <i>"I found the scenario that talks about listening and pronunciation"</i>
M3	The M3 <i>"I'm so interested in the writing scenario...Because I believe that writing skill allowing students to express their learned information"</i>
M4	He was interested in the listening and vocabulary scenario rather than the other rest of scenarios he did. <i>"I think the listening and vocabulary scenario was a kind of interesting to me"</i>
M5	The M5 <i>"To be more specific... I liked the scenario about reading and vocabulary... I liked the teacher's techniques which I usually use in my classrooms"</i> .
M6	<i>"I think all scenarios are interesting to me ...The most one is about grammar, as I'm interested in teaching grammar"</i>
M7	The M7: <i>"Probably the one about listening and pronunciation of the second year students..... That was good scenario to me"</i>
M8	<i>"I find the three scenarios are equally interesting... And as you know I come from a linguistics background... but I would say that the linguistic one"</i>
M9	The M9 <i>"I was happy with the all" ..."I think these methods can help students" ...."I taught many courses such as reading comprehension, listening comprehension and grammar"</i> .
F10	The F10 <i>"I think the grammar one"</i>
F11	The F11 <i>"All the scenarios rather interesting... The scenario was easiest to discuss was ... The one about passive and grammar"</i>
F12	The F12 said <i>"Actually the three scenarios are fine , but I was interested in the reading scenario ...This because I had an experience of teaching reading comprehension to the first year students"</i>
F13	The F13 (scenario five) <i>"the reading one"</i>
M14	The M14 <i>"I loved them all especially the grammar scenario"</i>
F15	The F15 <i>"I think the grammar scenario"</i>
F16	The F16 <i>"I think the three scenarios are fine to me"</i>
M17	The M17 <i>"I rather preferred that grammar scenario.....generally I like teaching grammar and dealing with students' grammatical difficulties"</i>
F18	The F18 <i>"All are good to me"</i>

Appendix B: Interview Responses



The University of Glasgow, charity number SC004401

Consent Form for Scenarios and Interviews

Title of Project: An Investigation of Influences Affecting Libyan English as Foreign Language University Teachers (LEFLUTs), Teaching Approaches in the Language Classrooms

Name of Researcher: Ageila Ali Elabbar

- (5) I confirm that I have read and understood the Plain Language Statement for the above study and have had the opportunity to ask the questions.
- (6) I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
- (7) I understand that my participation will be audio-taped
- (8) I understand that my name and other data will not be revealed to anybody other than the researcher.
- (9) I agree/do not agree to take part in the above study.

Name of participants

Date

Signature

Research

Date

Signature



Interview Questions Form

I was interested in your comments on the scenarios. So:

1. Which scenario did you find interesting to respond to?
2. Which scenario did you find difficult to respond to? why
3. Can we talk a bit more about how you obtained the knowledge to deal with those situations?
4. If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?
5. Would you like to add anything?

Interview with M1

Code	Name/	Gender / M	DEGREE/ PhD .UK.	Years of experience
M1		Generation:(OGT)		22 years

Researcher: Which scenarios did you find interesting to respond to?

M1 *"Reading Comprehension is my speciality.... I have been teaching this subject for more than twenty years"*

M1: *"I realised lately that there is a special method which I like very much...and my son wrote his MA about this method which is Mind Map teaching methodology... It is American method which is based on interaction of students...It is students' centred .So every thing you did...It is related to the students....They can be divided into groups...They can exchange ideas ...They can make a lot of activities in class ...So I like it very much"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

"It is my pre-Education and from my experience as a teacher of English since long time.....The other thing is... I update myself with new knowledge in the field, and I consider reading comprehension is very comprehensive subject.....Because in reading comprehension you teach grammar, writing, listening and so on"

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

M1*"Actually you know that here in Garyounis University-English Department.... We have a lot of problems..... One of these problems is the lack of training.....So we need to update ourselves with new technology, new development in the field of EFL teachers.... We have lack of skill developments here". "I like to update my self with pedagogical knowledge which we actually need..... We don't have these things".*

"The problem is that here we are only concentrating on teaching...and this problem occurred because We have 2500 students.... Sometimes we don't have time to read any thing outside the curriculum, but this is not the case..... We have a lot of problems, and these problems need to be solved".

. "I think the best thing is that if we can have any kind of relationship with universities in Britain to update ourselves"

Researcher: Would you like to add anything?

M1 *“The other problem is that the majority of our teachers are MA holders who are newly graduated ...and the problem that they are graduated from the same department, which is not the case..... They should teach outside the department “*

*“Also, we still have a lot of other problems such as the top down approach such as regulations, faculty and the head of the department who has benign charge for a very long time And if we need any thing, it will take a lot of routine and paperworkWe need to develop ourselves! But the fact that, we don’t have even the opportunity to talk about these problems ... The department here is helpless.....Even I can tell that we don’t have a stamp”
Finally...*

Interview with M2

Code Name / M 2	Gender: M Generation: (OGT)	DEGREE/ PhD .USA	Years of experience /25 years
--------------------	--------------------------------	---------------------	-------------------------------------

Researcher: Which scenarios did you find interesting to respond to?

M 2. *"I found the scenario that talks about listening and pronunciations ...Because this is one of the points which we really lack here..... Since the students depend on our pronunciations of English.....Some of us have received their education in the Great Britain, and some of us have received their education in the USA. In this case our language will be mixed ...It will not follow one unified pattern which caused distorted students"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

"I was lucky enough to study in both countries Edinburgh and BostonSo, there you go"

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

M 2 *"I would concentrate on transmitting the culture.....Because it easy to be a bilingual, but it is difficult to be a bicultural..... Being a bicultural makes language more fun, and easier to the students to understand"*

. *"Also, I would be interested to know more about pedagogical knowledge, as it is the most difficult subject taught to the students here..... Like teaching methodology for example...How to teach writing how to teach grammar..... I think the misfortune that those who are responsible for teaching such courses are not really qualified to teach.... This is because of lack of resilience in communicating the knowledge itself"*

Researcher: Would you like to add anything?

“Yes..... Definitely...Since we are all working in the same field of teaching English ... We should be messengers of English language... Especially here in Libya.....We need a hand of help from those concerned with teaching English abroadSo, please communicate to us..... talk to us.....keep us in top of things....Inform us about the latest theories ,approaches and findings in TEFL.....Don’t leave us in the darkness”

Researcher: So do you mean you are in the darkness!?

M 2 “I’m... I’m... Of course unless I spend extra effort to know... No one is going to tell me!”

Interview with M3

Code Name/ . M 3	Gender / M Generation: (OGT)	DEGREE/ PhD .UK	Years of experience / 18 years
------------------	---------------------------------	--------------------	--------------------------------------

Researcher: Which scenarios did you find interesting to respond to?

..... *"I'm so interested in the writing scenario.....Because I believe that writing skill allowing students to express their learned information"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

"Of course it from my experience as a university teacher for long timeSo, I got this knowledge on how to teach and deal with students"

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"Frankly I wish to be involved more in teaching approaches and methodologies of teaching developmentsHow to use effective techniques... Strategies of EFL teaching.....These are what I'm actually looking for"

"The problem here is that you can't find any academic support for teachers, such as references to use, internet facilities, and programmes for upgrading teachers ; like conferences, researches and meetings.....Frankly nothing for teachers here"

"The other problem is psychological problem rather than academic problem..... All teachers are controlled by the head of the department in all things such as curriculumsMost teachers are forced to teach specific books or curriculums.....They say ...This is your subject and this is your book!"

Researcher: Would you like to add anything?

“I want to have development like having good knowledge through reading latest references, doing researches and conferences Not to be controlled by others.....Working under pressure is a bad thing ever”

Interview with M4

Code Name/M4	Gender / M Generation: (OGT)	DEGREE/PhD .UK. Years of experience /19 years.
--------------	---------------------------------	--

Researcher: Which scenarios did you find interesting to respond to?

M4 *"I think the listening and speaking scenario was a kind of interesting to me"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

M4 *"I think it was a self motivation.....Simply I wasn't trained to be a professional EFL teacher.....I was trained to be an academic....It just from my experience as a teacher "*

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"I think whatever has to do with EFL teaching programmes In other words, methodology, pedagogy... all these things. This what we lack here...I did attend two workshops on my own expenses out side libya.....Because I was definite that I lack the knowledge of teaching.....This simply because the university doesn't have such developmentsTheoretically they should do...But it never happened ... Simply teachers are left to their own"

"There is no skills development or any training policy in this department.....I think the department itself can't do any thing on its own unless the faculty and the university support it...But we are as department also responsible ...We have to take the initiative to do so"

Researcher: Would you like to add anything?

"I think the academic culture we live through.....Once you get degree....It will cut off between you and your discipline..... I could say that doing activities in a personal level is not that useful".

Interview with M5

Code Name/M5	Gender / M Generation: (NGT)	DEGREE/ .USA	PhD	Years experience years.	of 15
--------------	---------------------------------	-----------------	-----	-------------------------------	----------

Researcher: Which scenarios did you find interesting to respond to?

“I think all scenarios are interesting, but to be more specific... I liked the scenario about reading and vocabulary..... I liked the teacher’s techniques which I usually use in my classrooms”

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

“As you know I have been teaching for more than 15 years.....I got this knowledge from my teaching experience to different levels of students”

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

“Actually ... I would like to know more about teaching approaches and techniques.... Particularly the classroom techniques... and the up to date EFL materials”.....We lack these things here”

Researcher: Would you like to add anything?

“I hope that the university here provide the teachers with development programmes, researches and trainings including the things we’ve talked about.....Right now, the university doesn’t offer such programmes”

Interview with M6

Code Name/M6	Gender / M Generation: (OGT)	DEGREE/ PhD UK.	Years of experience 18 years.
--------------	---------------------------------	-----------------	-------------------------------------

Researcher: Which scenarios did you find interesting to respond to?

"I think all scenarios are interesting to me The most one is about grammar, as I'm interested in teaching grammar"

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

M6 *"Generally... I have got more than 18 years teaching experienceSo, I use my experience to reflect on these questions"*

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"I think two important things which I feel more important..... The first is updating myself in the subject knowledge such as reading the recent articles and papers ...Attending conferences, researches, presentations and so on.....The problem here is that the university doesn't provide any support for such things.....In other words, you need to depend on yourself"
" the second I wish to be involved in ICT development which we also lack here"

Researcher: Would you like to add anything?

M6 *"To teach English language in the Libyan universities.....You most depend on yourselfI don't think that the main problem is lack of contents ...I think the problem is the willingness of development"*

Interview with M7

Code Name/	Gender / M	DEGREE/ PhD	Years of experience
M7	Generation:(OGT)	.UK	/16 years.

Researcher: Which scenarios did you find interesting to respond to?

. M7: *"Probably the one about listening and pronunciation of the second year students... That was good scenario to me"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

M7:*"Probably from my work experience ...From teaching at the universityHow to deal with students in actual classrooms and... When I was student as well"*

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"Probably it would be if there is any new way of how to teach materials.... I love to know different approaches of teaching....Lean how to make lessons easier for my students to understand...As you know here.....There aren't programmes or academic support for such things..... I have to search by myself as a teacher"

"To be honest ... Even with our teachers they never have enough time to give feedback... to share with each other that kind of things.....It is very difficult to this sort of knowledge"

Researcher: Would you like to add anything?

"I think working together as unite Teachers need to give feedback to each other...you learn from your colleaguesYou learn from their teaching experiences.....But here, every body is giving his/here lecture and run away.....We need to give a bit time for such things"

Interview with M8

Code	Gender / M	DEGREE/ PhD	Years of experience
Name/M8	Generation: (OGT)	.USA.	/30 years.

Researcher: Which scenarios did you find interesting to respond to?

M8 “I find the three scenarios are equally interesting..... And as you know I come from a linguistics background... but I would say that the linguistic one”

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

M8 “It is my teaching experience for over 30 years.....Libyan students in particular and Arab students in general....They always display resistance or misunderstanding....They find it quite difficult to cope with the English structures.....This is probably due to the different structures of the two languages, but again we still have structure in English to convey to the Arab students.

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

“I would be interested in how to teach pronunciation which is causing a lot of problems and obstacles here... This could come through.... If we get good subjects to teach..... The other that I would love to improve myself in teaching methodology”

Researcher: Would you like to add anything?

“The university should give more attention to teachers’ development..... They should provide more teaching facilities..... Teachers should be well prepared... Trained.....Developed”

Interview with M9

Code Name/M9	Gender / M	DEGREE/ PhD	Years of experience
	Generation:(NGT)	USA.	/10 years.

Researcher: Which scenarios did you find interesting to respond to?

M9 *"I was happy with the all"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

"I have 10 years teaching experienceAnd taught many courses such as reading comprehension, listening comprehension and grammar". "I think these methods can help students"

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"As you knowThere is lack of development or promotional courses...I think we need more courses and programmes which enhance us as a teachers of EFL"

. "I would go for additional courses on how to deal with my students... As well get to know how to choose good materials for students....All up to date teaching knowledge "

Researcher: Would you like to add anything?

"We need more enhancements...More training, researches, and any useful programmes for us as teachers"..... We need language labs, materials and facilities"

Interview with F10

Code Name/F10	Gender / F Generation: (OGT)	DEGREE/ PhD .UK.	Years of experience /22 years.
---------------	---------------------------------	---------------------	--------------------------------------

Researcher: Which scenarios did you find interested to respond to?

"I thinks the grammar one"

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

"It is from my teaching experience for over 22 years"

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"I would like to concentrate on teachers training programmes, workshops, researches and seminars...These what we lack here"

The Researcher: Would you like to add anything?

"The difficulty that we have large number of students..... Most students now learn English for better jobs and travel. Also, we have short of books".

Interview with F11

Code Name/	Gender / F	DEGREE/ PhD .UK.	Years of experience
F11	Generation:(OGT)		/21 years.

Researcher: Which scenarios did you find interesting to respond to?

F11 *"All the scenarios rather interesting... The scenario was easiest to discuss was ... The one about passive and grammar.....Because a lot of grammar is taught in a very structural way in Libya.....I think we need to make it more contextualised"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

"My experience is helping me as well..... But lately supervising students' research and having them look at teaching methodology books and knowing how it should be done, that tells me how I should be as a teacher".

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"There are a lot of things really ...Some things were beyond us in a way...Because we do not have proper facilities, libraries... We don't have journalsI would like to know what are the new teaching methods in terms of writing and even teaching grammar in many things.....If we were up to date.. We could see how different things were done it will be more helpful..."

Researcher: you mean the university does not provide any types of training or developments? *"There is no training and development.....We never have done that.....but as PhD student in the UK I was also working in the British school system ...the city of Manchester. I was helping Arabic students learn sciences and English. I was very much apart for two years.... I really loved the way....two or three days period before each semester there was training for all the teachers..... I really enjoyed it... because we learn different techniques.*

Researcher....So how about here?

Here is nothing...I wish they were... We should have professional development ... What I need is new methods of teaching....What I need is some thing is going to help me teaching large groups... because teaching writing to a group of 70 students... That is ridiculous....How you can make students write... It is bad”

Researcher: Would you like to add anything?

“I think having some one at the top tell us ... What text book we need to use That is mistake... teachers should have the freedom...For example now I’m teaching grammar in the Faculty of Education-... and I’m told to teach a particular book ...I’m not happy with it at allIn fact I add a lot of information on the blackboard...It is lacking in many senses. I think when we women work together.....we much more willing to help each other.....it is much more difficult whenever have a male in our team.....but the fact that you told what to do ... That is not nice... That is not nice”.

Interview with F12

Code Name/ F12	Gender / F	DEGREE/	Years of experience
	Generation:(NGT)	MA/LIBYA.	/11 years.

Researcher: Which scenarios did you find interesting to respond to?

F12: “Actually the three scenarios are fine , but I was interested in the reading scenario ...This because I had an experience of teaching reading comprehension to the first year students”

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

“It is from my teaching experience as English teacher even before I become university teacher.....I had to be school teacher for 11 years”

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

“Actually I would like to improve my self or to add more knowledge about the area of teaching grammar”

Researcher: Would you like to add anything?

“As university teachers actually we need more facilities, labs , internet more books and so on”

Interview with F13

Code Name/F13	Gender / F	DEGREE/ MA	Years	of
	Generation:(NGT)	.LIBYA.	experience	/9
			years.	

Researcher: Which scenarios did you find interesting to respond to?

Mrs. N.ELF. *"The reading one"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

F13. *"Okay... Let me say it is from my last few years of experience in teaching English in general Also I find myself in teaching readingMaybe this is what I loved to teach"*

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"Let me say it is teaching reading How teach reading, how to deal with students, and let them know how to deal with the content as fast as possible not to stick to one sentence... Because in reading you find grammar Writing and so on.... Unfortunately the faculty does not support us as teachers ... it is self development you see"

Researcher: Would you like to add anything?

"I would say that the faculty need to have more facilities for us to use such as OHTs, labs and internet not just teaching teaching... It is boring"

Interview with M14

Code Name/M14	Gender / M Generation: (NGT)	DEGREE/ MA .LIBYA	Years of experience / 5 years.
---------------	---------------------------------	----------------------	--------------------------------------

Researcher: Which scenarios did you find interesting to respond to?

M14. *"I loved them all especially the grammar scenario"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

"It is long history ... I have been teaching at the university for just 5 years , but before that I was interested in English ... Also, I have got another experience I was an air craft controller for 17 years .. So ...I have responded from my experience"

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

M14 *"Defiantly translation ... Translation is the field which I find my self inBut I do teach reading, writing and grammar at the university ...I have been 5 years at this faculty ... I just develop my self alone..... I tried and I try to develop my self in teaching which I'm actually involved... I would love to link my translation experience to teaching processes"*

Researcher: Would you like to add anything?

"At this university... We are just teachers... You will never feel more than that... The university hasn't that sort of knowledge or atmosphere... We need more and more"

Interview with F15

Code Name/ F15	Gender / F	DGREE/ MA .LIBYA	Years of experience /9 years.
	Generation:(OGT)		

Researcher: Which scenarios did you find interesting to respond to?

F15 *"I think the grammar scenario"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

F *"As you know before I work here... I use to be school teacher for 9 years... So I have got the knowledge from my experience as English teacher"*

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

"I would love to develop my self in subject matter ideas That is what I'm looking for ...Also, any teaching techniques which helps me to teach such large groups of students"

Researcher: Would you like to add anything?

"I recommend that the university offer more learning and developments opportunities for its teachers... also, we need teaching facilities to be able to teach this big number of students... Not just go and teach method"

Interview with F16

Code	Gender / F	DEGREE/ MA .LIBYA	Years of experience
Name/F16	Generation:(OGT)		/ 12 years

Researcher: Which scenarios did you find interesting to respond to?

F16 *"I think the three scenarios are fine to me"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

F16 *"Teaching experience of course"*

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

F16

"Of course... Of course the methodology, training on how to choose materials, how to deal with students and how to convey the content of your curriculum to students.... We need practice in these areas... We lack these things here... If I have the chance I would focus on them "

Researcher: Would you like to add anything?

"No..... all the best"

Interview with M17

Code Name/Mr.	Gender / M	DEGREE/ MA .LIBYA.	Years of experience / 15 years.
M17	Generation:(OGT)		

Researcher: Which scenarios did you find interesting to respond to?

M17 *"I was interested in all these scenarios..... I rather preferred that grammar scenario.....generally I like teaching grammar and dealing with students' grammatical difficulties"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

M17 *"It is according to my 10 teaching experience... Before that I use to be inspector for school teachers"*

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

M17 *"I'm so interested in teaching processes in general... Not just methods of teaching.....I wish to know in practice how to apply theories into practice....You could not be a professional teacher unless you study well... train well ...Study methodologies , methods, skills and theories of teaching""So I'm interested to know and deal with the context we choose for our students to study"*

Researcher: Would you like to add anything?

"It is very hard to find an academic conferences or meetings.... academic supports and facilities are not provided here at all"

Interview with F18

Code Name/F18	Gender / F Generation:(NGT)	DGREE/ MA .LIBYA	Years of experience /11Years.
---------------	--------------------------------	---------------------	-------------------------------------

Researcher: Which scenarios did you find interesting to respond to?

F18 *"All are good to me"*

Researcher: Can we talk a bit more about how you obtained the knowledge to deal with those situations?

"It is from my teaching experience"

Researcher: If you had to choose one area to concentrate on for development as an EFL teacher, what would it be?

F18 *"I will be happy to improve my self in approaches of teaching writing ... also, I like to know more about students' knowledge..... also, techniques of English teaching"*

Researcher: Would you like to add anything?

Mrs. H.SH *"I wish to know more about the field of EFL teaching, and finally , may Allah helps you"*

Appendix B2: Summary Table of the Activities the Teachers are looking for

Code names	Activities they are looking for...
M1	The M1, <i>"We need to update ourselves with new technology and new development in the field of EFL teachers"</i> and also, he is looking for pedagogical knowledge, <i>"I like to update myself with pedagogical knowledge which we actually need... We don't have these things"</i> .
M2	The M2. <i>"I would concentrate on transmitting the culture...Because it easy to be bilingual, but it is difficult to be bicultural...Being bicultural makes language more fun and easier to the students to understand"</i> . <i>"Also, I would be interested to know more about pedagogical knowledge, as it is the most difficult subject taught to the students here...Like teaching methodology for example...How to teach writing and how to teach grammar"</i> .
M 3	The M3, <i>"Frankly I wish to be involved more in teaching approaches and methodologies of teaching developments...How to use effective techniques...Strategies of EFL teaching...This is what I'm actually looking for"</i> .
M4	The M4 <i>"I think whatever has to do with EFL teaching programmes...In other words, methodology, pedagogy... all these things. This what we lack here"</i>
M5	The M5, <i>"Actually I would like to know more about teaching approaches and techniques...Particularly the classroom techniques...and the up to date EFL materials...We lack these things here"</i> .
M6	The M6. <i>"I think two important things which I feel more important...The first thing, updating myself in the subject knowledge, such as reading the recent articles and papers... The second, I wish to be involved in ICT development which we also lack here"</i> .
M7	The M7 <i>"Probably it would be if there is any new way of how to teach materials...I love to know different approaches of teaching...Lean how to make lessons easier for my students to understand"</i>
M8	The M8 <i>"I would be interested in how to teach pronunciation, which causes a lot of problems and obstacles here... The other that I would love to improve myself in teaching methodology"</i>
M9	The M9. <i>"I would go for additional courses on how to deal with my students... As well get to know how to choose good materials for students...All up-to-date teaching knowledge"</i>
F10	The F10. <i>"I would like to concentrate on teachers training programmes, workshops, researches and seminars...These what we lack here"</i>
F11	The F11 <i>"I would like to know is what are the new teaching methods in terms of writing, and even teaching grammar in many things... We should have professional development ... What I need is new methods of teaching...What I need is some thing is going to help me teaching large groups"</i> .
F12	The F12 <i>"Actually I would like to improve myself or to add more knowledge about the area of teaching grammar"</i> .

Code names	Activities they are looking for...
F13	The F13, <i>"Let me say it is teaching reading ... How to teach reading, how to deal with students, and let them know how to deal with the content as fast as possible not to stick to one sentence... Unfortunately the faculty does not support us as teachers ... it is self development you see"</i> .
M14	The M14 <i>"I try to develop myself in teaching, which I'm actually involved in... I would love to link my translation experience to teaching processes"</i> .
F15	The F15 <i>"I would love to develop myself in subject matter ideas...That is what I'm looking for...Also, any teaching techniques which helps me to teach such large groups of students"</i> .
F16	The F16 <i>"Of course...of course the methodology, training on how to choose materials, how to deal with students and how to convey the content of your curriculum to students... We need practice in these areas...We lack these things here...If I have the chance I would focus on them"</i> .
M17	The M17. <i>"I'm so interested in teaching processes in general... Not just methods of teaching...I wish to know in practice how to apply theories into practice...You could not be a professional teacher unless you study well... train well ...Study methodologies, methods, skills and theories of teaching... So I'm interested to know more and deal with the context we choose for our students to study"</i> .
F18	The F18, <i>"I will be happy to improve myself in approaches of teaching writing ... also, I would like to know more about students' knowledge... also, techniques of English teaching"</i> .