

Teachers' Perspectives on English Language Teaching (ELT) in Libyan Public Schools.

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Abstract- This research paper explores the perspectives of English language teachers in Libyan public schools on English Language Teaching (ELT) and the challenges they face in the classroom. The study aims to identify the factors influencing the effectiveness of ELT, the role of pedagogical strategies, and the impact of socio-political context on the teaching process. The research uses a mixed-method approach, involving a combination of qualitative interviews and quantitative surveys, to gather data from teachers working in various regions in Libya. The findings suggest that teachers face numerous challenges, including lack of resources, inadequate training, and socio-political instability, which negatively impact ELT in Libyan public schools. The paper concludes with recommendations for policy and practice to improve the quality of ELT in Libya.

Index Terms- Libyan public school, Pedagogical strategies, Communicative Language Teaching (CLT), Task-based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL); Technology Integration; Computer-assisted language learning (CALL); Mobile-assisted language learning (MALL); Conflict-affected contexts; Assessment practices.

I. INTRODUCTION

E.1. Background and Context:

English has become the lingua franca of international communication, commerce, and academia, leading to a growing demand for English language education worldwide. As a result, English language teaching (ELT) has become an area of interest and importance for policymakers and educators in countries seeking to integrate themselves into the global community. Libya, a North African nation with a rich cultural heritage and a complex socio-political history, has been no exception to this trend. The Libyan education system has seen significant transformations in recent years, with ELT gaining prominence as a key component of the curriculum.

However, the quality of ELT in Libyan public schools has been subject to various challenges arising from the country's socio-political context. The 2011 Libyan revolution and the subsequent political instability have had significant implications for the education sector, leading to disruptions in schooling, a

shortage of resources, and inadequate support for teachers. Moreover, the Libyan education system has been grappling with issues related to curriculum development, teacher training, and the integration of technology in the teaching and learning process. These factors have influenced the perspectives of teachers on ELT in Libyan public schools and have shaped the challenges they face in the classroom.

1.2. Objectives of the Study:

The main objective of this study is to explore the perspectives of English language teachers in Libyan public schools on various aspects of ELT, such as its effectiveness, pedagogical strategies, and the role of technology in facilitating language learning. Furthermore, the study aims to investigate the challenges faced by teachers in the classroom and to identify potential solutions to improve the quality of ELT in Libya. To achieve these objectives, the research focuses on the following research questions:

1. What are the perspectives of English language teachers on the effectiveness of ELT in Libyan public schools?
2. What pedagogical strategies do teachers employ in their ELT practices, and how do these strategies relate to the broader context of English language education in Libya?
3. How does the socio-political context in Libya influence teachers' perspectives on ELT and the challenges they face in the classroom?
4. What are the potential solutions to improve the quality of ELT in Libyan public schools, as suggested by the perspectives of English language teachers?

By addressing these research questions, the study aims to contribute to the understanding of the current state of ELT in Libya and provide valuable insights for policymakers, educators, and stakeholders involved in the field of English language education in the country. The study also seeks to inform future research on ELT in Libya and other countries facing similar challenges in their education systems.

Perspectives On English Language Teaching

Lei Shi



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