

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

ELL 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

J. Gray



Perspectives On English Language Teaching:

Digital Teaching and Learning: Perspectives for English Language Education Christiane Lütge, Thorsten Merse, 2021-03-29 The ongoing digitalization of social environments and personal lifeworlds has made it crucial to pinpoint the possibilities of digital teaching and learning also in the context of English language education This book offers university students trainee teachers in service teachers and teacher educators an in depth exploration of the intricate relationship between English language education and digital teaching and learning Located at the intersection of research theory and teaching practice it thoroughly legitimizes the use of digital media in English language education and provides concrete scenarios for their competence oriented and task based classroom use International Perspectives on Teaching English in Difficult Circumstances Kuchah Kuchah, Fauzia Shamim, 2018-11-17 This book offers a holistic practitioner and research based perspective on English Language Teaching and teacher education in difficult circumstances In addition to extending the current conceptualization of difficult circumstances in ELT to include the broader policy issues that may affect ELT in low to mid income countries the book focuses on the challenges faced by practitioners and learners in contexts of confinement conflict and special education The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment and present examples of contextualized inquiry based strategies and interventions to address these challenges Underlining the need to extend the boundaries of the discipline of ELT to include teaching learning in less privileged contexts this wide ranging volume will appeal to students scholars and practitioners of English Language Teaching *International Perspectives on English Language Teacher Education* T. Farrell, 2015-06-22 The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self initiated innovations for their teacher learners The collection suggests that a way forward for second language teacher preparation programs is through reflective practice as innovation Global Education Christiane Lütge, 2015 Global education has become a focus of many teachers and teacher educators Its impact on foreign language teaching is constantly growing e g via current discourses in literary and cultural studies as well as through environmental education or Content and Language Integrated Learning Global issues such as peace human rights globalization sustainability and the environment have entered the school curricula worldwide This book discusses the challenges of global education through English Language Teaching Series Foreign Language Teaching in a Global Perspective *Fremdsprachendidaktik in Globaler Perspektive* Vol 4 Subject Education Language *Understanding the Courses We Teach* John Murphy, Patricia Byrd, 2001 Teachers interesting stories about the courses they design and teach **English Language Teaching in Its Social Context** Christopher Candlin, Neil Mercer, 2001 English Language Teaching in its Social Context offers sociolinguistic ethnographic and social psychological perspectives on TESOL teaching and learning and introduces the relevant literature on second language acquisition Together with its companion volumes it presents English language teaching in a variety of

specific institutional geographic and cultural contexts The articles a range of seminal and specially commissioned pieces have been carefully chosen to present four major principles of English language teaching they focus on the roles played by teachers and learners recognise the individuality of language learners support teachers in the provision of active guidance for students learning examine both positive and negative patterns of interaction between learners and teachers This Reader offers people unfamiliar with research in this field an overall impression of English language teaching issues while allowing the more experienced reader the opportunity to relate his or her own experiences to the theories presented

Activating and Engaging Learners and Teachers Carmen Amerstorfer,Max von Blanckenburg,2023-03-13 This book offers a nuanced integrated understanding of EFL learning and instruction and investigates both learner and teacher perspectives on four thematically interconnected parts Part I encompasses chapters on psychological aspects related to teaching and learning and presents the latest research on positive language education teacher empathy and well being Part II deals with EFL teaching methodology specifically related to teaching pronunciation language assessment peer response and strategy instruction Part III addresses aspects of cultural learning including inter and transculturality digital citizenship global learning and cosmopolitanism Part IV concerns teaching with literary texts for instance to reflect on social and political discourse facilitate empowerment imagine utopian or dystopian futures and to bring non Western narratives into language classrooms

Local Research and Glocal Perspectives in English Language Teaching Rubina Khan,Ahmed Bashir,Bijoy Lal Basu,Md. Elias Uddin,2023-01-01 This book provides an overview of recent trends and developments in the field of English language education It showcases research endeavors from a heterogenous group of scholars from different parts of the world and brings together perspectives from both experienced and emerging scholars This book provides a platform for established as well as emerging practitioners and scholars in the field of English Language Teaching to share their research It synthesizes local expertise and culture with innovative ideas from other contexts and brings theory and practice together in one volume

English as an International Language Farzad Sharifian,2009 Collectively the chapters in this volume make a significant contribution to the emerging paradigm of English as an International Language EIL by exploring various aspects of the English language and its pedagogy in the context of the globalization of this language The volume shows great deal of promise in terms of expanding the paradigm and also establishing new grounds for thinking research and practice

The Pedagogy of English as an International Language Roby Marlina,Ram Ashish Giri,2014-06-23 This volume offers insights in current theoretical discussions observations and reflections from internationally and regionally celebrated scholars on the theory and practice of teaching English informed by a new school of thought English as an International Language EIL This volume provides readers scholars teachers teacher educators researchers in the relevant fields with Knowledge of the changing paradigm and attitudes towards English language teaching from teaching a single variety of English to teaching intercultural communication and English language variation Current thoughts on the theory of teaching English as an

international language by internationally celebrated established scholars and emergent scholars Scholarly descriptions and discussions of how English language educators and teacher educators translate the paradigm of English as an International Language into their existing teaching Delineation of how this newly emerged paradigm is received or responded to by English language educators and students when it is implemented Readers have a unique opportunity to observe and read the tensions and dilemmas that educators and students are likely to experience in teaching and learning EIL

International Perspectives on English as a Lingua Franca Hugo Bowles, Alessia Cogo, 2016-04-29 This collection brings new insight into the relationship between English as a lingua franca and language teaching It explores how the pedagogy of intelligibility culture and language awareness as well as materials analysis and classroom management can be viewed from an ELF perspective in school and university contexts

International Perspectives on Teaching English to Young Learners S. Rich, 2014-11-20 This volume comprises 11 research led accounts from Teaching English to Young Learner TEYL educators working in a range of diverse settings worldwide The innovative practical and theoretical perspectives offer some important insights into effective TEYL pedagogy for the 21st century

Glocalising Teaching English as an International Language Marcus Callies, Stefanie Hehner, Philipp Meer, Michael Westphal, 2021-12-19 The worldwide spread diversification and globalization of the English language in the course of the twentieth and early twenty first centuries has significant implications for English Language Teaching and teacher education We are currently witnessing a paradigm shift towards Teaching English as an International Language TEIL that aims to promote multilingualism and awareness of the diversity of Englishes increase exposure to this diversity embrace multiculturalism and foster cross cultural awareness Numerous initiatives that embrace TEIL can be observed around the world but ELT and teacher education in Germany and other European countries appear to be largely unaffected by this development with standard British and American English and the monolingual native speaker including the corresponding cultural norms still being very much at the center of attention The present volume addresses this gap and is the first of its kind to showcase recent initiatives that aim at introducing TEIL into ELT and teacher education in Germany but which have applicability and impact for other countries with comparable education systems and traditional ELT practices in the Expanding Circle The chapters in this book provide a balanced mix of conceptual empirical and practical studies and offer the perspectives of the many stakeholders involved in various settings of English language education whose voices have not often been heard i e students university lecturers trainee teachers teacher educators and in service teachers It therefore adds significantly to the limited amount of previous work on TEIL in Germany and bridges the gap between theory and practice that will not only be relevant for researchers educators and practitioners in English language education in Germany but other educational settings that are still unaffected by the shift towards TEIL

Conversation Analytic Perspectives on English Language Learning, Teaching and Testing in Global Contexts Hanh thi Nguyen, Taiane Malabarba, 2019-02-26 This edited volume brings together 10 cutting edge empirical studies on the realities of English

language learning teaching and testing in a wide range of global contexts where English is an additional language It covers three themes learners development of interactional competence the organization of teaching and testing practices and sociocultural and ideological forces that may impact classroom interaction With a decided focus on English as a Foreign Language contexts the studies involve varied learner populations from children to young adults to adults in different learning environments around the world The insights gained will be of interest to EFL professionals as well as teacher trainers policymakers and researchers

Research in English Language Teaching Ruth Roux,2012-10 Research in English Language Teaching Mexican Perspectives Teacher research takes different forms and serves a variety purposes but it is conducted by teachers individually or collaboratively with the basic aim of understanding teaching and learning in context In Mexico teacher research is starting to gain momentum and newcomers search for guidance and examples This book can be used by English language teachers teacher educators and student teachers who want to develop their professional expertise by investigating learning and teaching in a systematic and organized way It is also useful for undergraduate students of EFL teaching and applied linguistics who need to produce a thesis or experienced teachers who want to develop a research project for the first time Research in English Language Teaching Mexican Perspectives combines basic general knowledge and practical advice with reports of research conducted in Mexican educational contexts PART ONE offers an overview of research and discussion on the teaching research nexus and different ways to meet the challenges of doing research PART TWO presents accounts of recent research in the national context written by teacher researchers working for different public higher education institutions These accounts reflect diverse theoretical approaches topics methods of data collection and analysis and styles of reporting PART THREE includes basic guidelines to write the most common research genres thesis conference paper and research article The final section contains a glossary of research terms

Updating Perspectives on English Language Teaching and Teacher Education Zübeyde Sinem Genç,2018 This volume aims at updating perspectives on English language teaching and teacher education with a special focus on the Turkish EFL context The book will be of value to scholars prospective and practicing teachers in the TESOL field

Future Perspectives for English Language Teaching Werner Delanoy,Laurenz Volkmann,2008

International Perspectives on CLIL Chantal Hemmi,Darío Luis Banegas,2021-06-15 This edited book offers culturally situated critical accounts of Content and Language Integrated Learning CLIL approaches in diverse educational settings showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary The contributors offer a research based critical view of CLIL opportunities challenges and implications in the following areas teacher education continuing professional development assessment teacher student dialogue translanguaging coursebooks bilingual education authenticity language development and thinking skills This wide ranging volume will appeal to students and scholars of English Language Teaching ELT language policy and planning bi and multilingualism and applied linguistics more broadly

Critical Perspectives on

Language Education Katie Dunworth, Grace Zhang, 2014-07-24 The studies in this volume investigate how multilingual education involves a critical engagement with questions of identity and culture and a movement towards new ways of being and belonging It addresses previously under explored issues in particular the integration of theories like thirdness and practices of language education and maintenance with relevance to the Asia Pacific region The analyses reveal the delicate balance of interests of all stakeholders and offer detailed insights into the reality of multilingual education with specific examples of Chinese English Japanese and Tamil In a globalised world effective language education has become increasingly important and the studies presented here have the potential to inform and advance evidence based multilingual education through adding important dimensions of theoretical exploration and refreshing empirical resources **Critical**

Perspectives on Language Teaching Materials J. Gray, 2013-11-27 This Critical Perspectives on Language Teaching Materials brings together a collection of critical voices on the subject of language teaching materials for use in English French Spanish German and Content and Language Integrated Learning CLIL classrooms

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