

RESEARCH ARTICLE

**THE IRONY OF TEACHING A LEARNER-CENTERED CURRICULUM TO A
TEACHER-CENTERED CLASSROOM. 'ENGLISH FOR LIBYA' AND THE
LIBYAN CLASSROOM REALITIES 2019**

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Abstract

In search of what constitutes best possible practice in a language teaching classroom, Communicative Language Teaching (CLT), since the 1970s in Europe, has been perceived as the most effective Second or Foreign language (ES/FL) teaching approach because classroom activities guided by CLT are characterized by the focus on meaningful communication. Even though the lesion of EFL curricula lies in the ignorance of the cultural and educational background of the learning settings. “*English for Libya*” curriculum is not an exception as it adopts the Communicative Language Teaching (CLT) approach on the ground that it was successful in its cradle environment for the suitability of the teaching strategies and learning styles of learners in those contexts. As Harmer (2003) admits it , there is an insensitive insistence on a rigid methodology at the expense of the classroom .

Little research has discussed the implementation of the new communicative English language curriculum in Libyan schools. The contribution of this study to the EFL learning pedagogy is that it investigates the implementation process of English curriculum in Libyan secondary schools with no assumption that this curriculum is the best!

A total of 30 English language teachers participated in this study, and data obtained through two instruments: a questionnaire and interviews. The data analysis indicates that there is a huge gap between the way in which the new English curriculum is designed and the way it is actually delivered.

Introduction

For political reasons, English was banned from being taught in Libya for many years. However, English language teaching was resumed in the mid-1990s but the students experienced a lack of qualified teachers and a limited curriculum (Najeeb, 2013).

In 2000, the Libyan Ministry of Education developed new English curricula based on Communicative Language Teaching (CLT) principles to be used in Libyan primary and high schools in place of the previous curricula. However, Libyan English teachers have not been able to help their students of English to achieve the objectives of the new curricula because the teachers predominantly use the Grammar Translation Method (GTM) and teacher-centered pedagogy, (Abed Ibrahim and Carey, 2013).

According to Orafi and Borg (2009), that ban deprived teachers of training on new trends in teaching methods and made students struggle with the unfamiliar communicative technique-based activities such as group and pair work. Moghani and Mohamed (2003) state that there is a growing tendency in Libya to learn English, and they also claim that if the cultural and structural impediments were removed, students could find the support they require; thus, they may enhance their opportunity to travel, study, work abroad, or get better jobs at home. But the radical change and the political instability that followed the Libyan revolution have negatively impacted the whole educational process including English teaching.

1. Background of CLT

As a trendy teaching approach, CLT has its roots in the late 1970s and early 1980s as a reaction to the “dissatisfaction with the structural focus of Audiolingualism, which was producing learners who could communicate, but not effectively or, at times, particularly meaningfully” (DELTA work, 2009, p. 15). CLT approach has been the core discussion among a big number of researchers from different perspectives. Its main principles have been implemented globally in ES/FL teaching classrooms. Through this approach, new teaching methods have come to existence, and their main focus is on the practice of language in real situations regardless of the language system knowledge.

As Thornbury (2017) explains it. In such an educational environment, students are encouraged to share ideas, acquire knowledge, and exchange it through working in pairs or in groups. That would be successfully effective if they were exposed to this type of learning setting in their former education. Thornbury (2017) further puts it right: “there was a concern less for what language *is* and more for what language *does*” (p.46). It promotes the natural communicative environment as if it were a process of a first language acquisition with no emphasis on “linguistic competence” (Thornbury, 2017, p.46). Accordingly, there will be fluency, possibly at the expense of accuracy for some time until the learner reaches the level of awareness where they can correct themselves.

A number of studies such as Larsen-Freeman (1986), Breen and Candlin (2001), Richards and Rogers (2001) , Richards (2005), and Larsen-Freeman and Anderson (2011) addressed the shift in

the teacher's role in the CLT approach, in that the teacher who is perceived as the source of knowledge, has to be a facilitator after he played the role of the orchestra leader for decades .

2.1 The implementation of CLT

CLT reflects the Cognitive-Mentalist model, which assumed that we acquire language through hypothesis, trial and error, through making mistakes etc. Its focus is more on "notions" and "functions" more than on language structure, on the ground that learning the structure of a sentence does not mean the ability of mastering it. Further, the CLT educational philosophy bases itself on learner centeredness and creativity, as it focuses on fluency rather than accuracy, which is great in respect of naturally acquiring usable and applicable language in everyday situations. This raises the question whether the language learning situation is the same as it was in Europe in the late 1970s and early 1980s. In light of that, the problem of the Libyan context is brought about by two factors: (1) the teachers who were never trained on CLT methods, and (2) students who never learned this way.

In a Libyan classroom, the mode of teaching is deemed to be teacher-centered since teachers do most of the work in class. They also explain everything to students and this is taken for granted because teachers are perceived as the only source of knowledge. This is not only in the English subject, but it is in all of the school subjects. How should students be expected to change their behavior in the English subject!?

The increasing popularity and successful practice of CLT in ESL classrooms have drawn widespread attention and interest from policy makers, curriculum designers, and practitioners in other parts of the world, who need a good teaching method which can prepare their learners for real-life communication outside the classroom setting. The desperate need for a new method and the curiosity about its promising avenue have led to the importation of CLT into EFL contexts where reforms in national curriculum were, then, initiated to include CLT as its central component. A national CLT-based syllabus, for example, was introduced in China, North Korea, and Japan in 1992, 1997, and 1999, respectively (Butler, 2011). Similarly, other nations such as Turkey, China, Malaysia, Taiwan, and Vietnam have been reported to adopt and incorporate CLT into their curricula as well (Nunan, 2003, Wu, 2006, Ying, 2009, Heng, 2014) . In addition, some Arabic speaking countries like Libya, Egypt and Saudi Arabia have implemented CLT instead of grammar traditional method (Emhamed & Krishnan, 2011, Jafre, 2012, Elabbar, 2011, Rajendran, 2010, Dash, 2011, Owen, 2018, Shihiba, 2011, Altaieb, 2013, Hamed, 2011, Hawana, 1981, and Mahib ur Rahman, and Alhaisoni, 2013) . Moreover , Nigeria faced great challenges when used CLT in English classes (Atoye, 2004).

This curriculum, when designed, seemed to have considered only the principles of the communicative approach; other factors that may contribute to its effectiveness or its failure were neglected. Segovia and Hardison (2009) investigated Thai EFL teachers' perspectives towards a learner-centered curriculum innovation in ELT. The findings of this study revealed that teacher-

centered approach (TCA) was still dominant, and there was little evidence of fluency. Several factors were noted as causes for this failure, including proficiency and training of teachers, and a lack of continuity between curriculum and classroom practice.

2.2 CLT and the Libyan classroom.

Graves (2000) provides an analogy between designing a course and designing a house when she proposed that course designers “need to have a lot of information in order to design a structure that will fit the context” (p. 14). When it comes to *English for Libya* Curriculum, it is obvious that the author(s) did not consider the Libyan context carefully including students’ learning strategies, their prior education, their beliefs towards English, teachers’ beliefs, the local culture and some other technical issues such as professional development and assessment.

2.3 The New English Curriculum

The Ministry of Education in Libya adapted a new English curriculum which was designed in the United Kingdom (UK). This curriculum is a series of textbooks titled “*English for Libya*” for twelve grades in the three cycles: Elementary, Preparatory & Secondary. The components of the course of each grade consist of a fully illustrated course book, a Black and White Workbook, a Teacher's Book and a Cassette. The textbook was designed to follow a specific sequence in all stages or cycles, and focuses on developing the listening, speaking, reading and writing skills. The same order of lessons is in all parts of the series of textbooks.

It appears that the books were designed to foster an interest in learning English. Blacknell and Harrison (1999), and Phillips et al. (2008) state that “These textbooks have been designed to provide stimulating topics, written exercises, and a wide range of activities to maintain students’ interest and to offer materials relevant to the different disciplines in secondary education” . The series divides each unit into different sections that discuss the same topic. Each unit starts with pre-reading comprehension questions in order that learners can be familiarized with the content of the text; this is followed by the while-reading section that includes questions to emphasize understanding while the last section is the comprehension questions that test students’ understanding. Presenting *grammar* as a sub-skill in the text book follows the inductive approach that contributes to the development of students’ analytical skills. Reading-based writing, on the other hand, is the approach adopted in presenting *writing*; this automatically contributes to the development of the two receptive and productive skills, reading and writing respectively. Students are required to read a text and analyse it before they start writing based on their understanding of that text. the other pair of receptive and productive skills i.e. listening and speaking skills are dealt with by using pair and group work in addition to the included cassettes.

The designers of this curriculum assume that students have to predict before reading, comment when reading, and suggest post reading. In addition, they should work in pairs or groups and use only English.

The disparity between the Libyan context and British vision poses a question of how effective this new curriculum is. A good implementation of such a communicative-oriented, learner-centered, English language curriculum in Libyan secondary requires a change in English teachers' instructional approaches from teacher-centered to a learner-centered (Saleh, 2002; Orafi & Borg, 2009). Textbooks have been designed to provide stimulating topics, written exercises, and activities to arouse students' interest; yet grammar translation and audio-lingual methods are used instead of the curriculum-based methods Shihiba (2011). In the area of feedback and correction, Phillips (2008) emphasized that students should incorporate peer correction; he also recommends that teachers should vary their error correction techniques and not to correct during oral activities. Phillips (2008) gave examples of communicative activities included in the textbook which, in practice, are not actually used in Libyan English classes. As teachers' instructional approaches are often guided by their conceptions of teaching (Bruner, 1996; Marton & Booth, 1997; Peterson & Irving, 2008), their misconception of innovations can affect the way they teach the new English Curriculum in the classrooms.

The goal of introducing a learner centered curriculum in Libya was to develop Libyan students' competence and ability to use English as a foreign language appropriately and accurately. As Wilkins (1976) explains it, "in order to communicate students are required to perform certain functions... such as promising, inviting, and declining invitations within a social context" (cited in Larsen-Freeman, 2010, p. 121). Therefore, the new curriculum includes different communication activities that help students practice English in an engaging and active participation. In this learner-centered type of learning, teachers adopt the role of facilitator (Phillips, 2008). However, the current study and a number of studies have proven that teacher-centered approach is still practiced in EFL classes in Libya despite the different method on which the new curriculum is based on (Saleh, 2002; Ahmad, 2004; Dalala, 2006; Alhmali, 2007; Orafi & Borg, 2009). It has been found that skills such as listening and speaking are ignored in the Libyan secondary schools; as a result, students struggle when exposed to real situations where listening and speaking are central to communication.

3. Teaching and Teachers in Libya

Farewell (2004) assumes that teachers can take actions in the future based on what they experienced in class and reflected on it. He also refers to action research as a tool through which teachers can be their own researchers of their own career; through their voice they can reflect on issues in their teaching context (cited in Pazhoman1 & Sarkhosh1, 2019).

The current format of Libyan English classes makes it difficult for students to develop their productive skills, namely, speaking and writing as well as their understanding. The only dominant feature in those classes is memorization. In addition, the shift from teacher-centered class to student-centered class is confronted with many impediments. Some of them are cultural; for example, the hierarchical relationship in which the teacher is conceived of as a father, so when he speaks, students have to listen and, possibly not to question. Such a cultural factor may impede interactions in class and make students unable to participate or ask questions if they need further elaboration.

In the Libyan environment, the teacher is the central character in class, and free flowing dialogue was rare. Orafi (2013) highlights those quotes from teachers; for instance, one says, “The students only act as listeners. The students come to the school only to listen to what the teachers say. They do not think that they should actively participate in the classroom activities in order to learn English” (p.5) In his reflection on the teaching style of Libyan teachers that sounds like criticism, one says, “We are used to the idea that the focus should be on the teacher... Here in Libya the focus is always on the teacher. The teacher does everything in the classroom” (p.5).

It seems that the problem of imported syllabi is that they marginalize the context of its implementation. In this respect, Wang and Cheng (2005) assume that “without knowing what is happening during the implementation phase, it is impossible to probe the underlying reasons why so many educational innovations fail” (cited in Orafi, 2013, p.228). Thus, its success or effectiveness is still questioned.

When the ultimate goal of any teaching style or a modern syllabus is to help learners develop their thinking skills, it is pointless to depend only on the up-to-date methods or techniques and ignore context. This of course will not achieve the goal. In his article “*The End of CLT*”, Bax (2003), puts it right when he explains that Language teaching everywhere will benefit from fuller attention to the context in which it operates, and teachers will only devote this attention when they are explicitly empowered, educated, and encouraged to do so. As things stand, they are not empowered by the dominant paradigm to address the context directly, nor are they encouraged to do so - on the contrary they are implicitly and in practice discouraged from such matters by the emphasis on methodology .

Furthermore, it is apparent that there is incongruity between teachers’ practice in class and the curricular principles. In other words, they may read about the content of the syllabus, and the appropriate techniques as designed in their teacher’s manual, but their teaching styles prove to be irrelevant to any of those disciplined theoretical principles in the curriculum (Orafi, 2013)

4. English Teaching and Libyan secondary education

Secondary stage in Libya starts at Grade ten and ends at twelve. It is divided into two sections: scientific and literary . In the “*English for Libya*” curriculum, Students find different

topics related to their specialities. The language and activities are designed to suit each section. Those activities are meant to promote communication in English by presenting meaningful tasks rather than grammatical tasks. English is supposed to be used in class as much as possible, but the fact is that students tend to use English only when dealing with a text. Teachers explain and define new words, in Arabic, to help students understand and interact, which is a typical Grammar Translation Method. They also present grammar with the focus on form rather than on meaning which is likely to lead to the inability of students to use the structure correctly since they focus on the form, not both form and meaning together. What makes it worse is that students are almost guided to highlight specific parts in their textbooks to guarantee a good mark in the achievement tests. This means students learn what they are tested in only. This also means that students' relationship with English will be ended after they take their exams. Anderson (1993) points out that teachers are determined to use such teaching strategies for many reasons: they prefer to teach in a way they learned; they are unable to use a communicative approach, which requires teaching skills they are not trained on. They also lack fluency and the knowledge of language system (phonology, lexis, grammar, discourse), and they do not have the creativity or training to design their own materials and activities, nor to adopt different class management techniques such as pair or group work. He also adds that teachers do not tend to use innovative strategies because they think that they may lose control over their classrooms.

Teachers are believed to feel more comfortable in using their own methods because they need to avoid stress by not leaving their "*Comfort Zone*". Furthermore, as Crandall (2000) writes "teachers' previous experience as students plays a significant role in the formation of their ways of teaching (cited in Hamed, 2011). This could be one of the reasons behind the Libyan teachers' usage of the traditional methods of teaching, such as the grammar translation method and their focus on teaching grammar rules. They were taught this way, so they apply it in their teaching.

5. Sociocultural perspectives and the Libyan Learning Context

The political instability that followed the 2011 revolution left its negative impacts on education and, particularly, on English teaching. The impacts manifested themselves in different perspectives. From an academic perspective, many educational zones in Libya have experienced a reduction of the time frame of the academic year that reached its maximum to be six months a year. Certainly, that was at the expense of the quality of teaching and learning, and as a result, it was not possible to cover the curriculum of many different subject including English. Libyan secondary stage students attend four English periods per week; each is forty five minutes in length for a total of three hours a week. Another negative aspect is the closure of many schools that led to the high-density classes; some classes may contain 35-40 students! Because of the unstable situation, many Libyan

teachers start their teaching career directly after graduation, without being enrolled in teacher training programs. This could make their first year of teaching a very challenging and demanding experience.

At a psychological level, many Libyan families lost a member during the war which caused pain to students; especially those who lost their parents and many students and teachers were not able to attend their classes because they feared getting injured or killed.

Financially speaking, Libyan employees have encountered many financial challenges and Libyan English language teachers are not an exception. Such challenges have lowered their motivation and performance.

6. Research Questions

The main research questions of this study are:

1-What are the most common attitudes of English language teachers in Libyan secondary schools towards the new English language curriculum?

2- What are the most common teaching practices used by those teachers to implement this curriculum?

6.1 Procedures of data collection

A total of 30 English language teachers participated in this study, and data obtained through two instruments: a questionnaire and interviews. For the convenience of the participants, the questionnaire used in this study is written in both English and Arabic and developed through a literature review. Each copy of the questionnaire has an introduction in which the researchers explain the purpose of the study. The questionnaire consists of three sections and contains 29 items. The first section of the questionnaire includes questions about the participants' background information. The second section is concerned with the participants' opinions and beliefs about English language curriculum based on their teaching experiences and the third section is concerned with the participants' actual practices in the class.

Before analyzing the questionnaire data, two teachers were eliminated from the data analysis because they are believed to give misleading answers i.e their answers to different questions contradicted each other. To answer the research questions, the most common attitudes of English language teachers towards the new English language curriculum in Libyan high schools and also the most common English class practices, needed to be reported. Descriptive statistics for the questionnaire were conducted using the following rule: the most common positive attitudes and the most favorable practices are those that belong to answers 1 and 2. The most common negative attitudes and the most unfavorable practices are those that belong to answers 3 and 4.

The most common attitudes and practices of English language teachers towards the new curriculum belong to the questions that are answered by more than twenty-one subjects nearly (75%) , while the least common attitudes and practices are those adopted by less than seven subjects(25%). It has been

noticed that It is difficult to draw conclusions about the attitudes and practices occurring in the middle of the range.

6.2 Data analysis

background information

The data analysis of section one in the questionnaire reveals that there is a complete lack of knowledge by all participants (100%) of the language teaching method used in designing this curriculum i.e (CLT)! Even those who answered with (yes), give incorrect answers. This complete ignorance was regardless of whether the participants graduated from the faculty of arts and sciences or the faculty of education. The latter is known by a more education focused curriculum. i. e a curriculum that concentrates on modules related to English language pedagogy.

Unfortunately, the majority of the participants (75%) did not receive any training in how to teach the curriculum. The negative effects of this lack of professional training in teaching English will be seen clearly in their attitudes and teaching practices. 85% of the participants do not have access to the technological equipments needed to deliver their lessons. This includes the lack of technological tools and services such as computers, head projectors, digital video disks (DVDs), smart boards and the whole range of modern devices that are used in modern language teaching.

6.2.1 The most common attitudes

As shown in table 2 in the appendix, the more interesting results occur at extremes of the range where the majority of participants indicate that they either adopt a certain attitude or not, or practice a certain teaching strategy or not.

Items in the questionnaire were designed to explore not only teachers' attitudes but also the factors and sources of difficulties that teachers encounter in implementing the CLT curriculum in Libyan high schools. It has been noticed that teachers encounter many barriers and obstacles in achieving the goals of the intended curriculum in classroom practice.

78% of the participants believe that this curriculum does not suit the prevailing general teaching methods in Libya where the teacher is the center of knowledge and in charge of learning and the Students are usually passively receiving information, and where Education is generally reading-oriented, rather than being communication-oriented.

In spite of the fact that **78%** of those teachers use the teacher book, they find it difficult to apply all the included instructions because they are challenged by many real classroom obstacles, many of them will be discussed in details below, but presumably the most important of them is that all subjects are seen as subjects to be passed in school rather than subjects for which functional proficiency is the end goal. As Alhmali, 2007 has frankly put it out, the objective of educators in Libya is for students to pass their exams with the highest possible scores.

89 % of the participants believe that the negative impacts of the Libyan revolution has affected education, particularly English language teaching. The state of instability and the lack of long term

plans to develop the country has negatively affected all sectors in various ways, including English language education.

82% of the participants believe that Communicative activities have not received widespread enthusiasm among their students because of the students' conservative cultural background. This point will be discussed in more details later in the interviews section.

85% of the participants believe that CLT does not suit the Libyan student who learns English in an EFL classroom where English is not the dominant language: students share the same language and culture and English is usually not the native language of the teacher. Outside of the classroom, students have very few opportunities to use English and for many of them, learning English may not have any obvious practical benefit. They have also limited exposure to English-speaking culture, most often through TV, music or the internet. Any effective language teaching approach must take those features into account when dealing with designing language text books.

6.2.2 The most common practices

As shown in table 3 in the appendix , **75%** of the participants admit that they use the same teaching strategies that were used by their teachers when they were students which means following the same old teaching

norms that emphasize the authority of the teacher and view him/her as the only source of knowledge. The new English curriculum, though, challenges this tradition by asking teachers of English to adopt roles and behaviors which require them to loosen their control over the classroom (Orafi & Borg, 2009).

79% of the participants focus mainly on teaching Grammar and this results in neglecting the other important skills i.e. listening , speaking, writing, reading.

79% of the participants do not arrange the classroom in a way that allows them to do group work and other communicational activities properly. The reason behind this should be the large number of students and the unmovable nature of desks i.e the desk and the chair are not separated which makes it difficult to move them easily.

(75%) of the participants complain that the time allowed for each lesson was not enough to complete the tasks related to each lesson. As a result of this, Teachers are obliged to summarize the lessons by deleting certain sections and sometimes complete units!

6.3 Interviews

The interviews aim at explaining the quantitative data collected from the questionnaires. The researchers used a follow-up interview approach. Two teachers were selected from the participants. It is presumed that those teachers are very knowledgeable and informative about the topic and the setting of the research and will help the researchers gain a deeper and broader picture about the teachers' perceptions and practices of the new curriculum.

Discussions were held informally and they were asked to discuss most common problems faced by them during teaching *English for Libya* syllabus and their responses were noted down. The two interviews were in Arabic to make both teachers feel free to express themselves. Later, they were summarized and translated into English.

Both interviewees were asked three main questions:

1-Why do you think that the implications of the Libyan revolution have also affected English language Education?

■ Interviewee 1

“As result of the Libyan revolution, study was suspended from time to time. Our students were badly affected due to the interruption of the study. Additionally, schools were closed and some were changed into war related fields or even arms storages. Some students joined the conflict and many of them died. After the end of the war, schools reopened for our students. However, the infrastructure of those schools were affected badly and many buildings were damaged, and many language laboratories were destroyed or at least stolen.

After the revolution students behavior was more aggressive. They started to show very little respect for us and some of them may carry weapons to school which was a life threatening issue. Such problems affect our performance at class as well.”

■ Interviewee 2

“Because of the limitation of the time frame of any academic year during the war and because we were obliged to finish the syllabus in time, we were forced to neglect skills such as speaking and listening. We also were obliged to translate new words into Arabic constantly to help our students gain the largest amount of vocabulary in shorter time. The time allowed for each lesson was not enough to complete the workbook activities and exercises.”

2-What financial issues have hindered the implementation of the new curriculum?

■ Interviewee 1

“The lack of the required teaching technologies such as computers, OHPs, Language Labs, or even CDs. The activities which are designed to be interesting and funny have become boring and dull.”

■ Interviewee 2

“The lack of motivation is not only found on the students side but on the teachers side as well. We are struggling with our daily family needs because we find it difficult to get our money out of our bank accounts.”

3-Why do you think that Communicative activities have not received popularity particularly among the Libyan students ?

■ Interviewee 1

“The large number of students in a class is big challenge to us and affects teaching and learning negatively as we find it difficult to control the class as well as to focus on

students individually. In such large classes, correcting every mistake is an impossible mission. Our students are very shy and not eager to speak English in the class and they feel that the nature of the communicative activities are very demanding. This is simply because they are not used to express themselves even in Arabic!”

■ Interviewee 2

“Our classes are not suitable for teaching communicative lessons because the noise caused by our students prevent us from doing the tasks properly. Group work, for example, is time and effort consuming because I have tried this before and I found myself spend half of the time of the class in just rearranging the desks! Our students and sometimes their parents ask us to give them questions and answers of the English exams because their only intention of attending classes is only to pass the subject not to learn English.”

7. Conclusions and recommendations

As Aydin,(2003:p19) puts it perfectly, "it is necessary to question the cross-cultural applicability of language teaching methods that originate in a particular educational context to some other contexts with different cultural norms and educational theories. In cases where adoption is out of question, adaptation may be a good solution."

Sarawathi, (2004:p.63) also expresses it beautifully when she says “There is no best method. What works with one learner may not work with another. Different methods may be appropriate to different contexts. If we start searching for the perfect method or the ideal single solution to the problem of language learning, we bound to fail.”(cited in Saraswathi (2004) p.63)

This study has explored some aspects of the problems that persist in EFL profession and gives some insights about the adoption of CLT in Libya and how it is should be reformulated to suit our students and teachers' needs simply because it is impossible to do the opposite i.e. changing our students and teachers to suit CLT.

While some Libyan teachers claim to use the communicative language teaching techniques that are implemented in *ENGLISH FOR LIBYA* text books , this paper reflects a partial application of those techniques. Most Libyan teachers focus mainly on Grammar, Vocabulary and Reading, and ignore speaking, listening and writing. The lack of professional training is one of the reasons behind the use of inappropriate and ineffective teaching methodology by the Libyan schools teachers.

Choosing CLT requires also designing a CLT course for Libyan teachers to learn how to design instructional activities, materials, and assessment. This way, teachers will be guided well, and any confusion or failure to comply with the approach will be avoided.

Although Libya is an oil-rich country, English language education in the country has not been as efficient and productive as expected. This may be because of the mismanagement and lack of a well-designed policy to achieve the aims and objectives of the English language education.

Schools may have basic infrastructure but lack advanced, and much required facilities like functional language labs and other audio-visual aids to make CLT effective, interesting and dynamic.

The suspension of English teaching in Libyan schools for seven years caused a general weakness in the output of English among teachers, students as well as parents.

Low achievement in communicative activities by students is related to low motivation: students think that they will not need to use English as a means of communication in the future. They are also reluctant to talk and share their ideas with their friends.

The expectations of the educational system regarding classroom management and covering the content of curriculum in time are not realistic. Large size classes and the difficulty of managing and monitoring group/pairwork activities, prevent the successful implementation of The English language Libyan curriculum.

In this respect, four main authorities are needed to be addressed: educational policy makers, curriculum designers, English language teachers and Libyan students.

Educational policy makers in Libya are recommended to involve Libyan English language teachers and pedagogues side by side with *English for Libya's* designers in the process of the curriculum making simply because they are well informed about the Libya context.

Furthermore, curriculum designers should take the Libyan context into account by implementing the appropriate methods. The content of the English curriculum should be reviewed in order to meet the interests of the Libyan students who are EFL learners who have their own perceptions and needs regarding learning a new language. As Pathan and Al Khaiyali,(2016) has noticed: textbooks are out of the local needs, levels and socio-cultural touch, and contribute to the problems faced both by the teachers and learners as they are something which is imposed on them.

English language teachers in Libya are recommended to encourage and motivate their students in order to develop positive attitudes towards English by highlighting its importance as an international tool of communication. Teachers should also work on themselves by developing the skills and knowledge needed to keep pace with global developments in the areas of English teaching methods, and the use of modern teaching techniques.

To stop the degradation of the quality of education due to the instability in the country, the issues of the Libyan students' inappropriate learning habits and their undisciplined behaviors should be also dealt with seriously Pathan and Al Khaiyali,(2016)

The study concludes by arguing that CLT needs to be deposed in favor of context. Its results are in complete agreement with Bax (2003) who calls for Placing Communicative Language Teaching where it belongs—in second place—and recognizing that the learning context, including learner variables, is the key factor in successful language learning.

8. Limitations

The study has limitations which are needed to be mentioned. The number of participants included and the data collecting methods, may not help in generalizing the results of the study, however the problems discussed in this paper are common enough for most of the Libyan secondary school teachers.

Future studies that involve techniques such as observations are required in order to gain more specific, realistic and thorough understanding of the nature of this mismatch between the educational aims of the Libyan English curriculums and the way it is implemented.

Appendix

Table 1 General and background Information

Questions	yes		No	
	number	%	number	%
1. Presumably, you are graduated from an English Department. Which faculty are you graduated from?	16	57%	12	42%
2. After graduation, have you attended a training course related to the new English curriculum?	21	25%	7	7% 5
3. Do you have knowledge about the teaching method used in designing this curriculum; if yes, kindly name it	4 Note: the four of them give wrong answers	%15	24	%85
4. Is the required technology for effectively teaching this curriculum available?	4	%14	24	%86

Table 2 Teachers' attitudes

QUESTION No.	Positive attitudes (Choices 1 and 2)		Negative attitudes (Choices 3 and 4)	
	NUMBER	%	NUMBER	%
5- the suitability of new curriculum with the prevailing general teaching methods in Libya	6	%22	22	%78
6. After nearly 9 years of revolution, do you think it has negatively impacted education, particularly English language teaching?	3	%11	25	%89
7. Do you think the interactive method in the curriculum culturally suits the Libyan students?	5	%17	23	%82
8. Do you think teaching grammar inductively effective?	8	%28	20	%72
9. Do you believe that learner is central to the learning process and the teacher is only a facilitator not the source of knowledge?	14	%50	14	%50
10. Do you think that the size of classroom is large ?	18	%64	10	%36
11. Do you think the student's vocabulary competence is good enough to cope with the curriculum?	4	%14	24	%86
12. Do you think that CLT suits the Libyan student who learns English in an EFL context?	3	%11	25	%85
13. Do you think that the selected texts increase the students' vocabulary competence?	16	%57	12	%43

Table 3 Teaching practices

QUESTION No.	Favorable practices (Choices 1 and 2)		Unfavorable practices (Choices 3 and 4)	
	NUMBER	%	NUMBER	%
14. Do you teach all the skills found in the textbook?	18	64	10	35
15. Do you use the Teacher's book?	22	%78	6	%22
16. When you need assistance in teaching a lesson, do you ask for the educational inspector's help?	17	%60	11	%40
17. To what extent does your educational inspector cooperate with you?	19	%67	9	%33
18. Do you use the same teaching methods your teachers used when you were a student?	21	75%	7	25%
19. Is English your instruction language?	18	%64	10	%36
20. Do you ask students to do all activities in each unit?	16	%57	12	%43
21. when teaching the curriculum, is the student ability to communicate in English your main priority?	22	%78	6	%22
22. In addition to grammar, do you equally focus on the main four skills (L,S, R&W)?	6	%21	22	%79
23. Do you ask students to do communicative tasks such as asking someone for directions, writing to someone or buying something?	13	%46	15	%54
24. Do you manage seating in a way that enables pair or group work?	6	%21	22	%79
25. Do you monitor all students when do pair or group work activities?	16	%57	12	43%
26. What is the percentage of students participating in the activities related to the curriculum?	14	%50	14	%50
27.what is percentage of students using English language when doing activities?	17	%60	11	%40
28. In quizzes, do you focus on interactive questions in addition to grammar?	15	%53	13	%47
29. Is the time frame specified to deliver the curriculum, sufficient?	7	%25	21	%75

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