

Educating For Global Citizenship In A Changing World: A Teachers Resource Handbook

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Teaching English as a Foreign Language in Libyan Schools: Issues and Challenges

Mustafa Mubarak Pathan
Al Tiyb Al Khaiyali
Zamzam Emhemmed Marayi
Department of English Language and Translation Studies
Faculty of Arts, University of Sebha, Sebha, Libya

Abstract: Teaching English as a foreign language, particularly in public schools is not an easy task. Various hurdles pose serious challenges to EFL teachers while imparting an effective teaching process. In Libya, many EFL teachers face various challenges and difficulties while teaching English as a foreign language. In order to explore and understand these challenges, the present study seeks to investigate the major problems faced by the Libyan EFL school teachers. Questionnaires, observation and informal discussions with the teachers were used as the basic resources for data collection. Findings revealed that most Libyan EFL teachers encounter different problems including the lack of teacher-training and development of profession skills, lack of co-ordination among the teachers-school authorities and quality inspection authorities, shortage in the basic educational infrastructure, teaching and learning aids and materials, in addition to the lack of motivation among most of the students. The findings also show that most of the schools do not have ideal teaching and learning environment as undisciplined student behaviour was also reported as a common challenge that impacts the teaching.

Key Words: School Teachers, EFL, Challenges, Libya, English Education

Introduction

Teaching English as a foreign language, particularly in public schools, implies different issues and challenges for many teachers. The situation is more critical and delicate in the countries where English is taught as a foreign language. For instance, many Libyan EFL teachers face various challenges and difficulties while teaching English as a foreign language. In this respect, the present study aims to explore the most common problems, difficulties and challenges faced by the Libyan EFL teachers while teaching with an objective to make some pedagogical suggestions which could be helpful to resolve these problems.

Thus, the main objectives of the study are two folds: First, it explores major problems faced by the Libyan EFL teachers so that the issue of the Libyan EFL school teachers' problems and difficulties emerges as the topic of academic and research discussions and forces all those concerned with this problems to ponder upon and take necessary steps in their capabilities to help overcome this problem. This is because the nature of the problems faced by the Libyan EFL school teachers is very significant one and deserves considerable attention from all those who are in decision-making position and are capable enough to take necessary steps to overcome this problem as the whole idea of incorporating English language education in schools is at stake due the problems faced by the Libyan EFL teachers. If proper steps are not taken, the aim and

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