

# The Relevance of Libyan Secondary School Materials to the Learners and their Needs

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*Abstract-* This research was designed to investigate how Libyan EFL secondary school teachers make the Libyan EFL published materials relevant to their learners. In order to address this issue, the researcher described and outlined the Libyan EFL context: teachers, learners, materials and the environment in and outside the classroom. Then different approaches and methods were described and their advantages and disadvantages in terms of the Libyan setting were discussed. At the end of this discussion, the researcher proposed a new approach to the Libyan setting, Lexico-grammatical Approach. Ten Libyan EFL secondary school teachers studying in the UK took part in questionnaire questions in order to find out about the research questions from their own view point and experience. Then The Libyan materials were described; their development and design was outlined and finally a framework from the literature on evaluation of the EFL material was developed and applied on the Libyan materials. Evaluating the Libyan materials and the teachers' response to the questionnaire questions showed that there is a gap between what Libyan EFL learners' need and what they are exposed to in their coursebook. The teachers showed that they have problems with lack of facilities, insufficient time available at school for English, large classes and lack of exposure to English outside the classroom. Libyan teachers also confirmed that Libyan learners are not motivated or interested in learning the language that they used extra sources and activities in order to involve and make learners interested in the learning process. In terms of making material relevant to their learners, the teachers emphasised the importance and the use of technology as well as using topics related the learners' areas of interest and speciality.

*Index Terms-* EFL – Material Evaluation – Learners Needs – Libyan Context

## I. INTRODUCTION

### 1.1 Libyan Teaching and Learning Context

Celce-Murcia and Olshtain (2000) state that context consists of elements and factors which are non-linguistic and nontextual but which affect the language teaching and learning process. Holliday (1994) describes context as the events around which language teaching and learning takes place. These contextual elements are of great importance and must be taken into consideration when preparing a teaching program for a given group and assigning the methodology for its implementation. In the Libyan EFL context, English is not the medium of instruction at schools nor is it used outside the classroom; there is no support for language learning except internet cafes and TV channels; there is a lack of facilities such as audio and visual equipment, self access materials and appropriate furniture such proper desks or chairs that can be moved around easily, and there is a large number of students per class which is between 35 and 45.

Although the Libyan community appreciate English language and its importance for wider communication and future prosperity in the country, it is still not supported or developed in terms of methodology and courses. Imssalem (2001) provides a thorough account of the Libyan context. Libya is a monolingual country, and Arabic is the official language. The language policy in Libya encourages the use of Arabic in all situations, including educational and non-educational institutions. Recently the policy makers realised that it was a mistake to make Arabic as the medium of instruction in some faculties such as medicine, economics, and science. They came to this conclusion after they discovered that the materials for these schools are written in English, and even when the students complete their study, they go to the UK or America for training.

“Learning and teaching the language can be affected by the attitudes and expectations that people bring to the learning situation which are influenced by factors within the situation itself and the larger community” (Holliday 1994, p.9). These factors can affect not only the way people teach and learn the language but also the content of materials. My teaching experience in Libyan secondary schools proved to me how important these attitudes are to language learning. The students I engaged with for five years in different schools and from different levels had one common view or attitude towards the language and hence learning; they always repeat and say one same thing: learning English is not easy at all! This attitude in return affected their language achievement and development.

### 1.2 The Learners and their Needs

Richards (1990, p. 1) defined Needs Analysis as “an array of procedures for identifying and validating needs, and establishing priorities among them”. It serves the purpose of identifying general or specific language needs that can be addressed in the language teaching program, providing data for reviewing and evaluating existing materials, and providing a plan for achieving a wider range of input into the content, design and implementation of teaching program. The Libyan EFL Second Year Secondary School Students are aged between fifteen and eighteen. They study General English in elementary and preparatory schools for three years. Students who succeed in passing the basic education go to secondary schools. In secondary schools, the students study

specific English related to their specialisation for three years; they study Social, Life, Basic, Languages, Engineering and Economic Sciences from their first year of secondary school.

English is part of the school curriculum, and the medium of instruction is their first language, Arabic. They take three classes of English lessons a week and the time allocated for English in the whole week is 02:15 hrs which is 45 minutes a class. Those who successfully complete secondary school are granted a certificate and can pursue higher education in one of nine universities, sixteen institutions and seven higher education institutions (Arabsheibani and Manfor 2001). At university, these learners' needs are confined to academic skills; they will need to read different sources written in English.

Jordan (1997, p.1) defines English for Academic Purposes (EAP) as "concerned with those communication skills in English which are required for study purposes in formal education systems". EAP takes place in a variety of settings and circumstances, ranging from English-speaking context such as UK, USA, Ireland, etc., to EFL countries. Students may need EAP for entrance to higher education institutions. These skills and needs might be related to business, science, medicine, engineering, etc. As Dudley-Evan and St.John (1998) explain, EAP involves English Language Teaching that is prepared for specific learners' needs, belongs in focus to a specific field, profession and practice, may be narrow in terms of learning skills (focus on writing/ listening). In relation to the Libyan students, there is no specific focus on content or language skills. Although the only language use the learners are expected to be engaged with when they go to universities is reading, they do all language skills. There is no link between what they are doing with English at school and what they are expected to do with the language at university.

## II. EVALUATION OF MATERIALS DEVELOPMENT AND DESIGN

### 2.1 Libyan Materials

This section identifies criteria to be used in evaluation of Libyan second year secondary school materials. The coursebook is called English for Libya Secondary 2 written by D'Arcy Adrian-Vallance and Chris Gough and published by Garnet Publishing Ltd 2009. The level of the materials is pre-intermediate. These materials were developed in conjunction with Garnet Education in 1990. The key learning needs of the Libyan learners, as identified in the previous chapters, are confined to reading comprehension in order to be able to cope with different sources written in English and related to their field of study when they go to the Libyan universities. Some of the key aims identified by the Libyan Ministry of Education for Garnet include:

1. To assist the pupils to manipulate the English language as a linguistic system: phonology, morphology, syntax and discourse.
2. To provide a functional competence in the four skills – listening, speaking, reading and writing – sufficient for real-life use and as a foundation for future studies.
3. To provide students with the basic vocabulary and language to be able discuss topics related to their specialisation.
4. To lay out the foundations of self-study in English to enable the pupils to continue learning after school.
5. By exploiting the pupils' command of English, to spread throughout the world a better understanding and appreciation of their own religion and cultural values, and to influence world opinion favourably towards their people and causes.
6. To contribute to the pupils' intellectual, educational, social and personal development, to cultivate critical thinking and promote the ability to make sound judgements.
7. To encourage the pupils to appreciate the value of learning English, as the most widely used language in the world today.
8. To raise awareness of the important role English can play in the general national development, enriching the national language and culture and in international affairs.
9. To provide the potential for pursuing academic studies or practical training in English-speaking countries or in countries where English is, for some subjects, the medium of instruction.

Taking these considerations into account resulted in a Hybrid Syllabus which White (1988) describes as resulting from mixing and combining elements from some of the Type A and Type B syllabi when these are felt not sufficient or won't meet learners' needs. It is related to the Structural, Functional and Skills syllabi (see appendix I for coursebook map, p. 23).

### 2.2 A Framework for Materials Evaluation

Wallace (1998) suggests that it is very important to identify the purpose of evaluating materials in order to be clear how to go about it. According to him, published materials are evaluated for two reasons: either because there is more than one type of material available and the user wants to compare them and make choice, or there is only one type of material in use and the user wants to modify, supplement or try to rewrite it. It is the second reason which is behind exploring the Libyan materials in secondary schools. Ellis (1997) distinguishes between two types of materials evaluation: a predictive and a retrospective evaluation. Predictive evaluation is conducted on materials before they are used so as to assess their likely effectiveness and suitability for specific learners group. The retrospective evaluation is carried out so as to assess materials which have already been introduced in the classroom.

In this study, the Libyan second year secondary school materials will be assessed retrospectively, since they have already been and are still being used. The Libyan materials will be assessed using a checklist of criteria which is easy and more practical because time available is not enough for empirical evaluation which requires thorough examination (Tomlinson 2003). According to Rea-Dickens and Germaine (1992, 30–32) there are three stages for materials evaluation: materials-as-workplan (before they are used for their value and validity), materials-in-use (while being used to see if they are suitable and effective with the target group) and outcomes from the materials (what the learners have achieved from the materials). As the learners are not part of the methodology of this study, the second stage will be followed. The literature on materials development and evaluation reveals that different

criteria have been used for different purposes and under various circumstances by different participants including teachers and learners (Stewart 2007).

The Libyan textbooks will be evaluated using an eclectic approach, combining some of the criteria which have previously been used in EFL textbooks evaluation such as Ellis (1997), Tomlinson (2003) and Reinders and Lewis (2006):

1. Authenticity of materials
2. Materials and Motivation, Involvement and Interest of the Learners
3. Materials and Learners' Attitudes towards Language Learning

#### 2.2.1 Authenticity of materials

Authenticity has always been and still seen as an essential base for the adaptation and evaluation of language teaching materials (MacDonald et al 2000). According to Nunan (1989, p.54) authenticity is "any material which has not been specifically produced for the purpose of language teaching", whereas Peacock (1997, p. 146) define authentic materials as those "produced to fulfil some social purpose in the language community". Widdowson (1996) makes it clear that authenticity needs to be considered in terms of learners' needs and expected goals. Arnold (1991) also shares Widdowson's similar concern and view. He concludes that in most cases, authenticity is assigned to materials without their relation to the specific purpose of the learners. For Mishan (2005, p.11) "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort". For Kramsch (1993), an authenticity refers to the way language is used in non-pedagogic, natural communication.

Widdowson (1994) and Kramsch and Sullivan (1996) argue that what might be authentic for one context might not be authentic for others, proposed the term "appropriateness" to be used instead of authenticity in an attempt to tackle the problem of authenticity in ELT and suggested that authentic or appropriate materials need to consider global and local needs of the learners.

Once we look at the Libyan context outlined in the previous sections and the learners' needs, we would find that defining authenticity in terms of materials written or spoken by native speakers for the purpose than language teaching is invalid and needs amendment. In order to overcome these problems and to accommodate for all contexts related factors, I would define authenticity of materials as "relevance of teaching materials to the learners and their needs".

In the first part of unit five in the secondary 2 coursebook, there is a theme titled Our Culture consists of five passages each represents a different feature of the Libyan and Arab culture (see appendix II, p. 23).

As the title predicts, the text describes some of the Arabic culture and encourages the learners to use and reflect on their own experience to elicit more Arabic cultural features. Among these cultural examples are customs, beliefs, important cities and individuals. Although some of the pedagogical purposes of this theme is to represent prepositions of place and time (in, between, to, at), adverbial and noun clauses starting with "Where, When and what" which the learners will be studying in the next part of the lesson, the grammar practice following this theme is not related to these aspects. After finishing future tense, prepositions and clauses, the learners move to passive in the speaking section. Thus the pedagogic purpose of including such a theme is not valid, since every section is unique and learners engage with different forms and functions (see appendix III for speaking and grammar lessons, P. 24).

The first point worth mentioning here is to do with the theme itself. If the learners already know the Arabic culture which is their own and which they have covered in the elementary and preparatory schools, why do they have to study it in English? If the reason behind including the theme was to exploit the text to represented represent structures which to be studied in the grammar section, there is no link between linguistic forms in the text and those learners study in the grammar section. These learners need themes and texts which deal with science related topics and which they are expected to find when they go to universities to know more about medicine related topics and themes including lexis and linguistic features.

Based on our definition of authenticity above, we would argue that materials containing such example, as with the other texts, are inauthentic to the learners. We would also argue that such a text would have been more useful for Social Science students than other specialisation students outlined above who would not be expect to encounter similar examples when they go to university, or even if we thought of them attending conferences or giving seminars.

Although there is still an ongoing debate on the link between authentic materials and motivation, many writers claim that authentic materials have positive effect on learners' motivation.

#### 2.2.2 Materials and Motivation, Involvement and Interest of the Learners

Saville-Troike (2006) states that motivation is affected by the learners' needs and what they expect from learning. Motivation is also driven or triggered by interest of the learners which results from appreciating and feeling the value of the input. In order for learners to be interested, motivated and involved, the input needs to be meaningful or comprehensible and relevant to the learners' needs (Richards and Renandya 2002).

For example, in the speaking lesson in unit three, there is a topic titled "A debate" (See Appendix V p. 24).As we can see the students are engaged with different extracts about advantages and disadvantages of different types of transports and the danger of using some of these transportations on human and environment, including animals. The pedagogic purpose of this lesson is to teach students expressions, ways of expressing opinions and attitudes and debating in favour or against different transport systems.

Even if we accepted this lesson for its pedagogic value, we would argue that it has nothing to do with life science students who are related to medicine than economy or environment. It is more related to the Economic science since it shows the effects of using vehicles on economy and human life more than the other fields. Some of the participants in this study commented that they would

talk about topics that activate the learners' previous knowledge (their field of study); others stated that they choose topics which their students interested in and like such as sports, movies and English culture. In this case, we would argue that the Libyan learners are not motivated or interested in language learning because the input they receive from their coursebook is not related to their speciality and hence needs.

Based on the literature and my teaching experience, these materials would demotivate the learners; we would also argue that we would not expect the learners to be involved as they feel the input is distant and irrelevant to their needs. Richards and Renandya (2002) also conclude that learners' involvement in the learning process, as well as comprehensible input (related to their need and speciality) and motivation, contributes significantly to language learning.

### 2.2.3 The materials and Learners' Attitude Towards Learning

According to Broady (2005), there is a strong link between attitudes and motivation and materials. It is commonly known that negative attitudes demotivate learners' progress in language learning whereas positive attitudes towards learning and language, as well as culture and people, have got considerable impact on learners' motivation. As outlined in the previous sections, in my teaching experience I find that the Libyan learners have negative attitudes towards language learning because they always consider learning English is a miracle. When we look at the layout of their coursebook and the organisation of each unit, we will find that it seems too complicated for learners (refer to appendices I&II, p.23).

Complexity here refers to the many points to be covered and to the sections in each skill. When they study one feature of language, they expect that they learn this in order to be able to do this and then learn that in order to be able to achieve that. But this is not the case with these learners who do different things at each stage.

For example in unit four, the students study phrasal verbs in the vocabulary section. Here the students are instructed to refer back to the reading text and find as many phrasal verbs as they can. Then they do gap filling exercise followed by exercises in the workbook. After the consciousness raising activities, the students study a summary of the meaning and usage of phrasal verbs followed by another exercise in their workbook (See Appendix IV P. 25). Although we expect them to do more practice or something related to the phrasal verbs in the grammar section, the students study new structures: study present continuous, past continuous, future continuous and present perfect form. They study these structures without making any link between them which make them frustrated and think that without learning all structures they will not be able to do anything.

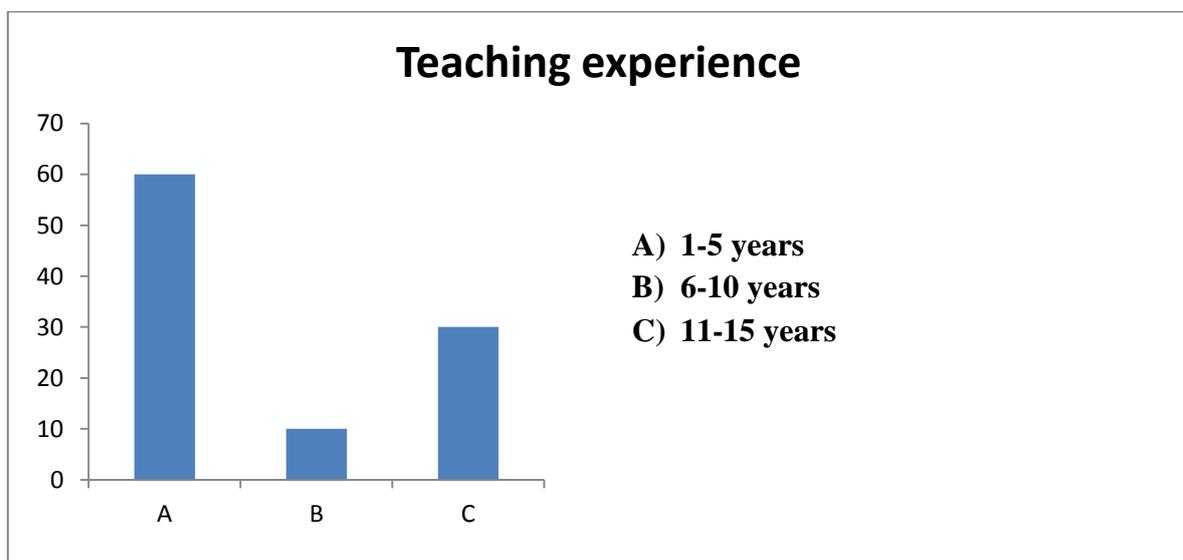
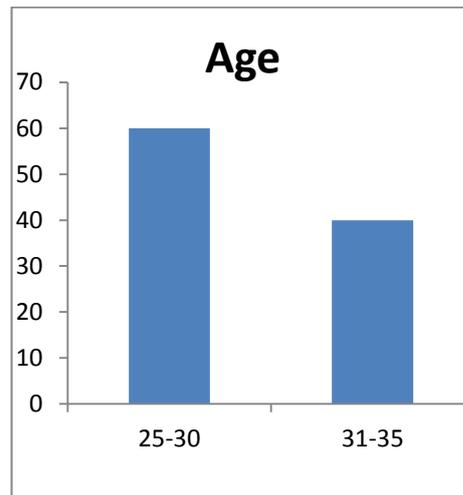
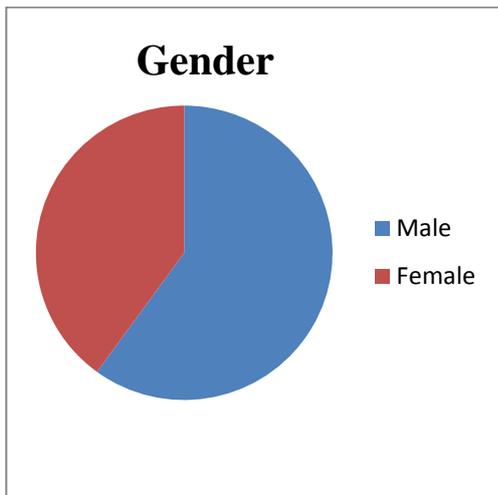
As pointed out in the previous point, the students study one feature in the grammar section and the other sections they do other points without making any link between them. Beside the division among skills, each skill is divided into more subsections: two lessons in the Reading, three lessons in the Vocabulary and Grammar and four lessons in the Specialisation. Thus learners will be doing one skill, macro-skill or one language point in each unit instead of studying different skills and features in the same unit. Even though the skills need to be broken down into more macro-skills and structures need to be practiced in more than one situation to make sure learners have understood and can use them in different contexts, we would argue that for the sake of easing the learning burden on learners, we may make the layout simpler where students practice one skill and language point at each unit in order to make learning looks easier. Finally in the speaking part, the students again study a new structure, the present simple tense. In this part the students are expected to use both the present simple and present continuous in a guessing game between them. Then suddenly the students do to the second exercise with the passive in the present perfect form which they have not studied the previous units.

According to Tudor (2001) learners' attitudes about language and learning are both determinant factors for successful language learning regardless of the conditions of learning, teaching and methodology used. We can see from the above examples that the materials require learners to do five or six tasks at each section. When I teach these learners, I find that they think that every section means new thing to learn and ask to postpone it to the next day or lesson.

Some of the participants, as with other colleagues back in Libya, stated that reading and speaking should be emphasised and grammatical points should be reduced because their students think that learning the language is very difficult which led them to hate the coursebook. Others recommended that the materials need to be reduced in order to make it simple and easy. In order to overcome the problematic complexity of the layout of the coursebook and its content, we would argue that the Libyan material need to be made simpler and grammatical features reduced, as advised by most Libyan teachers, with maintaining the coverage of all the skills these learners need.

## III. RESULTS AND DISCUSSION

According to Richards (1996) it is very important to understand the teaching and learning process from the viewpoint of teachers in order to understand teaching in terms of its own setting (classroom). Tudor (2001, p.16), states that "the reality of classroom teaching is not what is found in official curricula or recommended materials, but results from individual teachers' interpretations of these". It was wise and privilege to involve Libyan teachers in this study and elicit their attitudes and views from their own experience. There were six male and four female teacher participants in this study. Six participants aged between 25 and 30 and four participants aged between 31 and 35. Six participants have 1-5 teaching experience, one teacher has 6-10 teaching experience and three 11-15 teaching experience.



The findings confirm the points related to teaching context made in the background chapter. For example they say that there is lack of facilities which lead them ignore listening and speaking and some other activities which require group or pair work because of large classes and time limits: "...the course offers good practice but lack of facilities is problem..."; large classes, time constraints; "...the problem is the unavailability of teacher training, the large number of students within one class, and the insufficient time devoted to the English subject...". As Hinkel (1999) explains one of the disadvantages of EFL contexts is that classes contain large numbers of students; they have limitation of exposure to the second language, limited time for learning. Ellis (1994, p. 214) also states that learners' choices are constrained by the context they find themselves in".

These comments indicate that Libyan teachers do not pay attention to speaking and listening and focus on writing, grammar and reading which, as we will see later, made learning boring and learners passive since learners' participation is excluded because of time and their large numbers. This also shows that Libyan teachers do not have the ability to change or be innovative in order to overcome these problems although the participants mentioned that they use games, internet and topics which interest their learners in order to motivate them.

In terms of the Libyan learners needs, all the ten participants stated that Libyan learners need the four basic language skills: reading, writing, listening and speaking, as well as grammatical rules and vocabulary. Two of them added that Libyan learners need topics related to their speciality and exposure to the language in order to improve their communication skills. It is clear that the Libyan students have no choice but to study English without knowing what benefits they would get from learning the language or what it means to them. Although this indicates that the Libyan teachers have similar objectives to those outlined by the Ministry of Education to the Garnet Publisher, they seemed to be unaware of language means to the learners in the near future such as going to university or even what they can do and achieve with language outside the classroom. Although they emphasised and recommended topics related to the learners speciality, some of the participants seemed to be unaware of the real needs, outlined in the background chapter, of the Libyan learners. These needs are confined to reading texts related to the learners' specialities which they will be obliged to do when they go to universities.

Although some of them mentioned that they use Arabic, summarise and ignore some of the content, which I used to do with my students to make learning easier, they did not say for sure if they do so in order to make learning look easier than the students thought or because of lack of facilities and large classes. The participants' concern about the content of the material confirm the point made in chapter seven in the material evaluation which showed that the Libyan material is too complex and dense to the Libyan learners who have negative attitudes about learning.

In response to the first research question:

1. How do teachers make the published materials relevant to the Libyan learners?

- What features would teachers include to make the materials more suitable to the Libyan EFL learners?
- In what way are the materials practical in the Libyan EFL context?

Six teachers stated that managing time, using technology and including cultural points and group work would make material more suitable for Libyan learners: "use group work, increase time and use tape recorder"; "manage the time and apply very simple devices such as tape recorder to overcome the lack"; "include very simple devices such as tape recorder"; "include interesting topics about English culture, topics related to the learners' needs and technology"; "I would integrate some related activities which students will deal with at university..."; "...include interesting topics about English culture..."; it is recommended to include topics which illustrate other cultures...". It is obvious that the teachers appreciate the use of technology such as video and audio players in order to deliver the materials more effectively. Some of them seemed unhappy about excluding the British Culture as if they believe that language and culture should not be separated. Three of the participants mentioned that there is no need to amend or make materials relevant since they are suitable for the learners but teachers need training in order to deliver the material effectively: "...train teachers on new approaches and teaching generally"; "...I would prepare the teachers well so that they know how to deal with these materials"; "It is suitable enough for Libyan learners; why would I want to change it...?".

Although these participants response contradicts what they recommend in terms of content of the material, learners needs and lack of facilities, they made an important remark. They talked about the need of teacher-training program in order to prepare teachers for the material they teach. This indicates that the material is not easy to teach and Libyan teachers need training. One participant recommended reducing the material and emphasised writing, speaking and listening to be taught because they are important for the learners and usually ignored: "The course materials need to be reduced and more focus on productive skills such as writing and speaking and listening skill which is very important for comprehension". Some of their recommendations were taken into consideration by the researcher and for further studies and possible solutions. As they recommended reduction in the coursebook content and including topics related to the learners and their interest, it makes us believe that what Libyan learners need at this stage for the near future when they go to university is academic reading and possibly writing. Thus focusing on these two skills will overcome the problems of time, large classes and facilities, since learners can do the lessons individually, and help learners achieve their goals.

In response to the second research question:

2. What aspects of learners' language needs do the materials neglect or offer?

- What effect do materials have on learners' motivation and interest?
- In what way do materials involve or exclude learners from the learning process?

Two teachers stated that the Libyan materials cover all the needs these learners look for: "teacher (8)...All what these students need are covered in the materials"; teacher (5) "...They are all adequately covered yet.."; Three said that material offer learners what they need but teachers ignore some of these needs because of lack of facilities, time constraints and students' level: teacher (10) "material is fine but problem with technology, time and students level"; teacher (9) "material covers all what learners needs, but teachers neglect speaking and listening because of lack of facilities"; teacher (7) "They are all covered in the coursebook, but lack of facilities made teachers neglect some of them". One of them stated that the material emphasises grammar and vocabulary over the other skills: teacher (1) "I think the course book well covered in vocabulary and grammar".

Two stated that the material cover all language skills but teachers emphasise reading and grammar over the other skills: teacher (6) "Although the materials cover a wide range of the English language namely writing, speaking, listening, grammar, and vocabulary, the attention has always been paid to writing and grammar at the expense of speaking"; teacher (3) "The material covers all learners' needs: writing, listening, reading, grammar and speaking. Teachers put their focus only on reading and grammar". One teacher stated that: teacher (4) "materials lack topics related to the learners' speciality and British culture".

Although it is clear that in terms of content the material is more than what learners need, the problem is with ignoring some of the content because of factors mentioned earlier and emphasising some skills over and over for the same reasons. This indicates that what the Libyan learners actually need is neglected in the material which suggests that the materials neglect the learners' needs rather than support them achieving their potential goals. Some of the participants mentioned that Libyan learners are not motivated, involved or interested in learning because they do not see immediate benefits and reason for learning the language: "they do not see any immediate benefits for learning foreign/second language...". Three participants stated that because the material is not related to the learners' needs or interest: "...encourage them to deliver speech in the topics they are interested in which are related to their field of study..."; "...would insist on using modern technology in teaching and learning as a way to make the students fully involved and motivated in the learning process"...; ...the topics covered in these syllabi should be comprehensive and match their needs...".

According to Tudor (2001, p. 75), what language means to learners in their day-to-day communication in and outside the classroom must be considered in presenting any view of language. This consideration affects the way learners internalise and interact with the view of language to which they are exposed in the materials they study and tasks they do. Richards and Renandya (2002) conclude that learners' involvement in the

learning process, providing comprehensible input and motivation, contributes significantly to language learning. Thus we may suggest that because the material is not related to the learners' needs and their situation, it results in the learners being excluded and demotivated. Richards and Renandya (2002) conclude that learners' involvement in the learning process, as well as comprehensible input and motivation, contributes significantly to language learning. Saville-Troike (2006) states that motivation is affected by the learners' needs and what they expect from learning.

Motivation is also driven or triggered by interest of the learners which results from appreciating and feeling the value of the input. In order for learners to be interested, motivated and involved, the input needs to be meaningful or comprehensible and relevant to the learners' needs (Richards and Renandya 2002).

To sum up, the findings from both research methods, questionnaire and material evaluation, showed that although the Libyan materials offer enough language input to enable the students achieve their goals and meet their needs, there are many shortcomings which need to be addressed for further development and amendment. For example although the materials try to involve the learners as individuals capable of learning and drawing on their experience, the language input presented in the materials on the other hand is distant and not related to the students' speciality or even day-to-day life. This gap between what learners are exposed to in their classroom and what they are expected to do and will do with the language at university resulted in the learners being excluded rather than involved. As Tudor (2001) argues learners views about language and learning is affected by what language means to the learners in their daily interaction and outside the classroom. Thus if the language input the learners receive is distant and not related to the learners in any way (studies/career/), then learning is unlikely to happen.

As the content of the materials was not related to the learners and their experience, the learners became demotivated and not interested in learning the language since they do not see any benefits from learning the language at this stage. According to Palfreyman and Smith (2003) the learners' motivation and involvement in the learning process are also conditioned by the input learners receive and the expected outcomes the learners see from learning. Saville-Troike (2006, p.86) also argues that "motivation is a construct which includes: significant goal or need, desire to attain the goal, perception that learning L2 is relevant to fulfilling the goal or meeting the need, belief in likely success or failure of learning L2 and value of potential outcomes/ rewards".

The research findings also indicate that learners' attitudes about learning are due to two reasons: the coursebook content and layout and learners treatment of the course itself. As we have seen in the background chapter that Libyan learners consider their coursebooks in terms of passing exams like all other subjects rather than a source of input from which they can learn many of the language skills. This issue was also confirmed and raised by some of the participants who recommended that the material need to be made simpler and shorter because it made the learners believe that learning the language is complex and difficult.

Even though some participants mentioned that Grammar Translation is the mostly used method among the Libyan teachers and learners, the research findings indicated that it is not easy to implement one approach in the Libyan setting which made teachers try to be eclectic for the sake of overcoming the limitation of other approaches. The Libyan teachers and material evaluation also suggested that the Libyan material is not relevant to the learners and their context because of educational and cultural factors. It can be suggested that in order to deliver the material more affectively and make it more relevant to the learners, the Libyan teachers need proper training, material need to include topics related to the learners' speciality and technology and internet must be introduced in order to involve and encourage the learners. It was also suggested that lack of facilities, time constraints and large classes are the main problems that contributed significantly to the poor and insufficient delivery of the material.

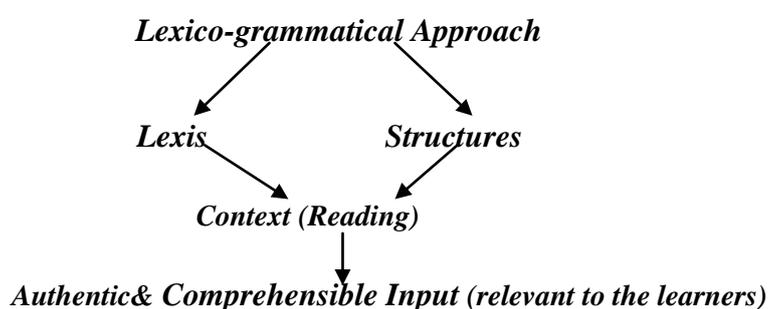
#### IV. CONCLUSION AND RECOMMENDATION

Based on what we found out about the Libyan setting, learners' needs, teachers' views, the Libyan materials and the literature on teaching methodology, I would propose the following recommendations and suggestions. Firstly I would propose that the content of the Libyan materials must be based on the learners' field of study rather than general English. English culture, as recommended by the participants, should be included instead of the learners' own culture. Secondly I would also propose that any approach developed or assigned to the Libyan situation should consider the characteristics of the Libyan learning context and language teaching research. I would also argue that any approach designed for the Libyan setting should make the written form of language as its priority. As Hinkel (2005, p.563) argues that "for second language learners, reading may be both a means to the end of acquiring the language, as a major source of comprehensible input, and an end in itself, as the skill that many serious learners most need to employ. Many students of English as a foreign language (EFL), for example, rarely speak the language in their day-to-day lives but may need to read it in order to access the wealth of information recorded exclusively in the language". Krashen (1993) cited in Hinkel (2005, p. 563) also claims that extensive reading develops learners reading skills, vocabulary knowledge, linguistic competence, comprehension and writing skills which are all needed and recommended by the Libyan teachers in this study for the Libyan learners.

I would also propose the Structuralist view of language for the Libyan context, consisting of not only structures and rules but also vocabulary. These components, however, should be presented through text and association rather than in isolation. In this case reading can serve as both a vehicle of information and a vehicle of linguistic instrument through which language components can be presented and contextualised. This reading would then offer and expose learners to comprehensible input. Krashen (1985) argues that language acquisition is conditioned by a comprehensible input which is relevant to the learners and their context. Beside Krashen' Input Hypothesis, Chomsky cited in James and Newson (1996) proposes that human beings acquire language because of Language Acquisition Device (LAD) which he argued functions properly only if the input is simple and understood, referring here to mother and foreigner talks. Comprehensible input not only in terms of structures and lexis but also in terms of subject matter.

However viewing language as a system and giving the written form the prominence does not mean that this approach is purely structural or excludes the cognitive processes involved in language learning. For example as Ellis (2003) explains that in the strong form of CLT where the number of students in one class is relatively large, communication can take place by students communicating with the text, instead of pair or group work. In this case when the learners are engaging with authentic readings, they are communicating and engaging in meaningful or real language use. At the same time, they are engaging with tasks both focusing on form and use in order to decode the text and its relation to their real life context. Although Long and others considered Interaction Hypothesis in relation to conversational exchange, I would argue that even what the students are engaged with when they are reading texts can be seen as interaction but instead of speaking, there is reader/writer interaction. Although most approaches advocate and refrain from using the learners first language, whenever contrast is possible and ease learning and understanding, learners first language will be used.

From now on, I shall call this approach The Lexico-grammatical Approach. The Libyan teachers and learners believe that language is nothing more than grammatical forms to be mastered and memorised; thus taking this view of language in any given approach will be helpful and efficient. Although Lewis (1993) argues that language is lexis and that without lexis language is impossible, Cook (2001, p.19) states that grammar is considered by many linguists to be the central area of language around which other areas such as pronunciation and vocabulary revolve. However important other components of language may be in themselves, they are connected to each other through grammar. However the Lexico-grammatical Approach emphasises and appreciates the presentation of these elements through their context and proposes that context could be reading, since some contexts do not have direct link between language and its function.



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## Appendix

### Appendix (I) Libyan Coursebook Map of Content

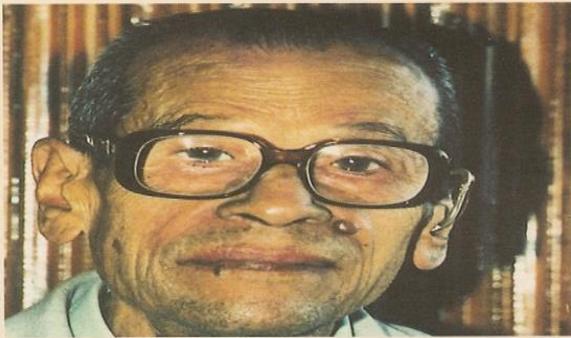
<h1>Course Summary</h1>			
	<b>Reading</b>	<b>Vocabulary</b>	<b>Grammar</b>
	<b>Two lessons</b>	<b>Three lessons</b>	
<b>Unit 1</b> Stories	Narrative: Crossing the Wadi.	Phrasal verbs 1.	The past perfect. Modal verbs in the past.
<b>Unit 2</b> What's it like?	Informative article: Life on other planets?	Phrasal verbs 2.	Comparatives with <i>much</i> and <i>many</i> . <i>Must, many, might</i> and <i>can't</i> .
<b>Unit 3</b> Dilemmas	Texts about philosophical, political and personal dilemmas.	Collocations.	Type 2 conditionals. Conditional sentences.
<b>Unit 4</b> Changes	Article about Venice: The sinking city.	Phrasal verbs 3.	Continuous tenses. Present perfect continuous tenses.
<b>Unit 5</b> Our culture	Extracts from an encyclopedia about Arab Culture.	Prepositional phrases.	Clauses with <i>where</i> , <i>when</i> and <i>what</i> . The future.
<b>Unit 6</b> Experiments	Scientific experiments: Humour is good for you.	Verbs followed by <i>-ing</i> and <i>to</i> .	Reporting statements. Reporting requests and instructions.
<b>Unit 7</b> Big projects	Informative text: The Aswan High Dam.	Describing dimensions of objects and volumes. Compound adjectives.	Active and passive voice. Past participles.
<b>Unit 8</b> Questions	Conversations about a job interview.	The language of questions and job interviews.	Indirect questions. Reported questions.

**Appendix (II) Reading Lesson**

<b>Speaking</b>	<b>Writing</b>	<b>Listening</b>	<b>Specialization</b>
<b>One lesson</b>	<b>One lesson</b>	<b>One lesson</b>	<b>Four lessons</b>
Responding to situations.	A story of emergencies.	Predicting the topic. Listening for key events.	Global Electrics Ltd. A company report A profit and loss account Types of profit
Giving opinions.	Paragraphs with topic sentences.	Listening for key information.	Production and consumption Commodities Types of economy Agriculture, industrial or service economy?
A debate.	Supporting your opinions.	Listening for detail.	Fourth time lucky Planning a business A competitor analysis Your own company
Talking about present actions.	E - mails.	Developing listening skills.	Shopping habits A population profile The new shopping centre A customer profile
Starting conversations.	Working from notes.	Identifying falling intonation.	Types of management Who does what? A job description The first day
Apologizing, explaining and forgiving.	Summary writing.	Listening for key words and numbers.	A problem of growth Collecting the data A break-even analysis Planning the move
Describing and identifying objects.	Sections of a report.	Listening to complete notes. Listening for the topic and main ideas.	Get an accountant A cash flow forecast A bank statement A balance sheet
Asking questions politely and responding.	Writing a report.	Listening in a conference setting.	Trading with the world What's that in ringgits? A consignment from Liverpool Sending the documents

Reading

Mahfouz, Naguib



An Egyptian writer who became world-famous when he won the Nobel Prize for Literature in 1988. Mahfouz, who was born in 1911, attended the University of Cairo, where he studied philosophy. He then wrote short stories and worked at Egypt's Ministry of Religious Affairs until 1954. His most successful novels were written after that, in the 1940s and 1960s, including the *Cairo Trilogy* (1956–1957).

1950s

Mecca



(*Makkah* in Arabic) A city in eastern Saudi Arabia, capital of Al Hijaz Province. It is the place where the Prophet Mohammed was born, and the most sacred of the Muslim holy cities. Each year, during the month of *Dhu al-Hijja*, almost two million Muslims make a pilgrimage (or *hajj*) to Mecca and to the great al-Haram mosque, which contains the *Kaaba* in its grounds.

minaret



The tower on a mosque from which the *muezzin* calls people to prayer. In the first mosques, the *muezzin* called from the roof of the mosque. The use of a minaret began with the Mosque of Kairouan in Tunisia in the 8<sup>th</sup> century. Nowadays, *muezzins* speak through loudspeakers on the doors.

Misurata

The third largest city in Libya, situated 200 kilometres east of the capital, Benghazi. It is a modern city and one of the best examples of Libyan architecture. Industries include steel production, and it has a large, modern port. To the west, there is a sand dune which local people claim is the world's largest.

mizmar

A musical instrument that is used at festivals, traditional dances, weddings and processions. It is a wind instrument with a flat reed, which the player puts completely inside his mouth. It has seven finger-holes and one thumb-hole and is made of metal.



Appendix (III) Speaking and Grammar Lessons

**Lesson 5: Grammar 2: The future**

**1** You have studied various ways of referring to the future. Look at the grammar box.

<b>verb form</b>	<b>uses</b>	<b>example</b>
will	predictions	I think our team will win.
	offers	I'll help you.
	quick decisions	I'll have coffee, please.
be going to	actions that have been planned	I've decided. I'm going to work harder.
	present evidence	It looks like it's going to rain.
present continuous	arrangements	I'm having lunch with Ali tomorrow.
present simple	timetables	The plane leaves at 12.30 tomorrow.
will be -ing	situations in progress at a future point	At 1 p.m., I'll be flying over the sea.

**2** Identify the verb forms in *italics*, using the first column of the table above.

Tarek: Telephone!

Yunis: I'll answer it. Hello?

Salem: Hello, Yunis. We're going to watch that film you wanted to see. Do you want to watch it too?

Yunis: Thanks. Um ... I'm busy right now. How about eight o'clock?

Salem: It'll be too late then. My father will be watching the football.

Yunis: OK. I'll come now.

Salem: Come as quickly as you can. It starts in 20 minutes.

Yunis: I will.

**3** Match each of the verb forms with one of the uses in the second column of the table above.

**4** Choose the best form of the verb.

Khalid: Hello?

Mona: Hi, Khalid! This is Mona. How are you?

Khalid: I'm fine, just a bit busy.

Mona: Oh?

Khalid: I'm at a football game right now. The game **1** will / is going to start in a few minutes.

Mona: I **2** will / am going to be quick then. I just wanted to tell you that we **3** have / are having a party next Saturday.

Khalid: What is the party for?

Mona: Haven't you heard the news? Jamal and I **4** will / are going to get married!

Khalid: Congratulations! That's great news! Unfortunately, my mother **5** will come / is coming to see us next weekend, so we won't be able to make it.

Mona: That's all right. We **6** will / are going to have to celebrate another time then.

Khalid: Sounds good. I **7** will call / will be calling you soon to arrange something. Congratulations again!

Mona: Thanks. Enjoy the game!

**5** Now do Exercises A to C on Workbook page 36.

**Lesson 6: Speaking: Starting conversations**

**1** How could you answer this boy?

Question tags with *be*

We often use opinions with question tags to start conversations. To make the question tag with the verb *be*, repeat the form of *be*, but change positive to negative and negative to positive.

Example: He isn't in your class, *is he?*  
She was there, *wasn't she?*

Where is the question tag in the picture of the boy?  
The question tag invites the other person to answer.

It's hot today, isn't it?

**2** Match opinions 1–5 to responses a–e.

1. The match wasn't very good, was it?  
2. Cairo's a fascinating city, isn't it?  
3. The homework was really difficult, wasn't it?  
4. Planes are the best way to travel, aren't they?  
5. Mrs Amina's a good teacher, isn't she?

a) I don't know. I've never been there.  
b) Well, actually, I prefer going by car.  
c) No. I thought it was really boring.  
d) Yes. I think she makes the subject really interesting.  
e) Yes. I couldn't answer the first four questions.

**3** Write an opinion to start a conversation about each of these topics. Include question tags.

Example: Our last history test was easy, wasn't it?

1. a TV programme that you like \_\_\_\_\_  
2. school subjects \_\_\_\_\_  
3. a popular singer \_\_\_\_\_  
4. a place in your town \_\_\_\_\_  
5. the weather \_\_\_\_\_  
6. a recent event \_\_\_\_\_

When you say a question tag like this, your voice goes down at the end.  
Example: It's a beautiful city, *isn't it?*  
This invites agreement from the other person.

**4** Work in pairs. Have short conversations about the topics in Exercise C. Start with the opinions you wrote.

**5** Now do Exercises A and B on Workbook page 37.

### Appendix (V) the Speaking Lesson

#### Lesson 6: Speaking: A debate

**A** With a partner, discuss the pictures, which show some advantages and disadvantages of using bicycles and cars for transport. The following words and phrases might help you.

pollution    traffic congestion    rush hour    traffic jam



**B** Think of other advantages and disadvantages. Then discuss all the issues as a class. Use Type 2 conditionals where appropriate.

Examples:

FOR: *If we stopped using cars, the economy would stop developing.*

AGAINST: *If we stopped using cars, there would be less pollution.*

**C** Now do Exercise A on Workbook page 19.

**D** Discuss what you have written with a partner. Add any additional notes you have discussed.

**E** Prepare for a class debate. Half the class, Group A, prepare arguments FOR using cars, and the other half, Group B, prepare arguments AGAINST using cars.

**F** Practise your arguments with another member of your group: Group A with a Group A student and Group B with a Group B student. Present each new argument using:

*First, ..., Secondly, ..., Thirdly, ..., Finally, ...*

Example:

*First, I think cars are ...*

*Secondly, cars are more ...*

*Thirdly, cars can ...*

*Finally, cars are better for ...*

**G** Organize a class debate. Two students *for* cars present their arguments in front of the class. Then two students *against* cars present their ideas. After the presentation, class members can ask questions. Finally, vote as a class for or against the car.

### Appendix (IV) the grammar and vocabulary lessons

**Lesson 3: Vocabulary: Phrasal verbs 3**

**A** Find the following phrasal verbs in the text on page 43. Then match the phrases with the pictures. Think about how they might be different from each other.

Live with    carry out    move out    talk about



**B** Complete the sentences using *with*, *out* or *about*. Think about what this shows about the way phrasal verbs work. Some lines may remain blank.

- Up until now, we have learnt to live **(a)** \_\_\_\_\_ the hot weather **(b)** \_\_\_\_\_.
- We have plans to carry **(a)** \_\_\_\_\_ building work **(b)** \_\_\_\_\_ that will include air conditioning.
- During the building work, we will have to move \_\_\_\_\_.
- Let's talk \_\_\_\_\_ the building plans tonight.

**C** Now do Exercise A on Workbook pages 21–22.

**D** Study the information in the box.

**Phrasal verbs 2 – Meaning**

The meaning of phrasal verbs is sometimes clear from the actual words.

Examples: *move out, go in, bring in*

With others, the meaning can change completely. This is an important way of creating new words in English.

Examples: *carry out (a plan), look up (in a book)*

**E** Now do Exercises B and C on Workbook pages 22–23.

**Lesson 4: Grammar 1: Continuous tenses**

**A** Study the grammar box.

**Continuous tenses**

We use continuous tenses to describe actions that are **in progress** and **unfinished** at a point in time.

Examples:

*In 1990, the buildings in Venice were sinking quite fast.  
Now they are sinking more slowly.  
Hopefully, ten years from now, they will be sinking even more slowly.*

**B** What do you think is happening to the six things below? Describe each one using verbs in the box in the present continuous form.

rise / fall    expand / shrink    increase / decrease

Example: *The Sahara Desert is expanding.*

- the size of families in Libya \_\_\_\_\_
- pollution from cars \_\_\_\_\_
- the Sahara Desert \_\_\_\_\_
- the world's temperature \_\_\_\_\_
- the amount of fish in the Mediterranean \_\_\_\_\_
- the number of languages in the world \_\_\_\_\_

**C** Discuss the same six things as a class. This time:

- What do you think was happening 100 years ago?
- What do you think will be happening in 100 years from now?

**D** Study the grammar box.

**Future continuous**

We often use this to talk about an action in progress in the future **around a particular point in time**.

Examples:

*At this time tomorrow, I'll be taking my English exam.  
I'll be wearing a white shirt (when I meet you).*

**E** Think about how the future simple and the future continuous tenses are used in this telephone conversation. Then practise the conversation with a partner. Finally, practise the conversation again, this time substituting your own words for those in bold.

- A: I'll phone you at six o'clock.  
B: That's a bad time. I'll be playing football.  
A: At eight o'clock?  
B: No. We'll be eating then. I'll phone you when we've finished.  
A: That's no good. I'll be at Jamal's house then.  
B: Oh. So will I! I'll see you there.

**F** Now do Exercises A to D on Workbook pages 23–24.

**Lesson 6: Speaking: Talk about present actions and achievements**

**A** Play a guessing game.

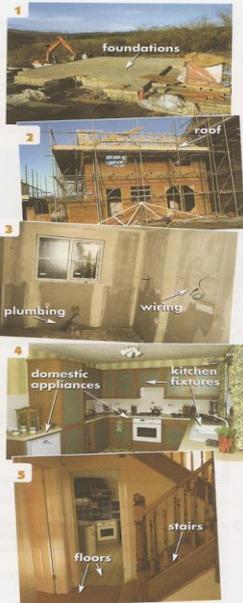
- Imagine you are standing in a street in your town or village. Think about what you can see (shops, houses, offices, factories, etc.).
- Other students in the class ask questions to find out where you are standing.

Example: *Can you see the school? Is there a garage opposite you?*  
You can only answer Yes or No.

- The student who guesses exactly where you are standing is the winner and gets the next turn.

**B** Look at the five pictures of a house being built. Then match the progress reports A to E with the pictures.

- A Site Progress Report**   
The walls have been built and the roofs have almost been finished.
- B Site Progress Report**   
The kitchen and bathroom fixtures and the domestic appliances have been installed.
- C Site Progress Report**   
The foundations, water mains and drains have been laid.
- D Site Progress Report**   
The interior walls have been painted, the stairs have been put in and the floors have been laid.
- E Site Progress Report**   
The plumbing and wiring have been installed, and the windows and doors have been put in.



**C** Now do Exercise A on Workbook page 25.

**D** Look at pictures 2, 4 and 5. Discuss these questions with a partner.

- This is a typical new house in Britain. How is it similar to and different from a typical home for a Libyan family?
- What do you think you would like and dislike about living in this house?
- Look at the domestic appliances. What others can you think of? Which ones do you think are most useful and which do you think are the least useful in the kitchen? Why?
- Describe your ideal house or apartment.

**Lesson 5: Grammar 2: Present perfect continuous tense**

**A** Study the grammar box.

**Present perfect continuous**

The present perfect continuous tense describes a situation or activity that began in the past and is unfinished (or recently finished).

Examples:  
*Venice has been sinking for many years.  
For the last year, we've been thinking of leaving.  
What have you been doing recently?*

**B** Look at the picture.

- What do you think Hassan has been doing today?
- What has he done?



**C** In pairs, think of questions beginning *How long ...?* to ask other students in the class. Use ideas from the box and add some of your own.

going to school    living in this town    reading a newspaper    playing football    riding a bike

**D** Do the questionnaire with others in the class. Use the following exchange as a guide.

- A: How long have you been riding a bike?  
B: For ten years. / Since I was five.  
A: How long have you been playing football?  
B: I don't play football.

**E** Now do Exercises A to C on Workbook pages 24–25.