Transforming the teaching of reading in Libyan Secondary School English Classes: implementing the communicative approach.

By

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Abstract

In Libya, a new textbook was introduced in 2000 for teaching English as a Foreign Language (EFL). The textbook requires teachers to teach reading interactively using the communicative approach. This study aimed to investigate how teachers might be best supported to develop their teaching methods to incorporate communicative approaches in the Libyan secondary EFL classroom.

This study employed a qualitative research design as a mode of inquiry. The data were collected using different tools, namely: initial semi-structured interviews, an intervention represented in demonstrating reading lesson followed by group discussion and classroom observation and final semi-structured interviews. Audio recording was used during all the stages of collecting data. Participants in the study were three EFL Libyan teachers who taught English in one of the secondary schools in Alnor town (pseudonym).Ethical issues were considered by the researcher in this study for entering the school and meeting teachers. In this study, I followed the principles of grounded theory after transcription to encode data for analysis. A framework was designed to analyse the coded data in order to triangulate the findings gathered from observation and interviews.

The data in this study were analysed through two stages; before and after the intervention. The findings that emerged before the intervention revealed that the teachers applied the grammar-translation method “GTM” because they believed this was the appropriate method to help their students to pass the exam. Students were not provided with the opportunity to do collaborative work, such as group and pair work. The teaching process in the Libyan classroom was dominated by the teacher in which his/her role was knower who transmits knowledge to the students rather than supporting them to use the language.

The data that emerged after the intervention showed that the teachers had started building their understanding of communicative language teaching “CLT” in terms of collaborative teaching. The teachers shifted from being the knowledge transmitter to the scaffolder. The students were encouraged to participate in group activities which meant that the teaching process had shifted from teacher-centred to student-centred approaches with some support from the teachers when necessary.

The progress that the teachers made was an indicator that specific professional learning opportunities may help EFL Libyan teachers to implement the CLT approach. On the other

hand, the findings illustrated some challenges EFL Libyan teachers might face to implement the CLT approach such as the exam, time, method of teaching reading, lack of training, large class and noise, mixed gender, students' level, and confidence and lack of facilities.

The research shows that specific teachers training can be effective in enabling teachers to implement the intended policy which will have significant implications on teaching and learning English in Libya. The findings showed that teachers need to develop their skills in conducting group activities and how they support the learners to facilitate their learning. Also, they need to develop the ability to ask interactive questions to encourage their learners to practise the language. This study contributes new insights on EFL Libyan teachers' perception of the CLT approach in the contexts where English is not the first language "L1". The findings that emerged in this research have potential implications for EFL Libyan teacher education and training and for developing the role of language inspectors in Libya. These implications might be applied in similar contexts.

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To the soul of my father

To my beloved mother

To all my brothers, sisters and dearest friends

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Acknowledgment

First and foremost, my utmost gratitude to Allah most Compassionate for blessing me with strength and endurance to complete this study. Without Allah's mercy, grace and conciliation, it would not have been possible to complete my thesis.

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DECLARATION

I hereby certify that the material contained in this thesis is all my work. Also, I declare, the work of others that I have adopted or paraphrased has been acknowledged. The material contained in this thesis has not been published or submitted for a degree at this or any other university.

List of Abbreviations

Abbreviation..... Explanation

A-LM..... Audio-lingual method

BERA..... British Educational Research Association

BT..... Behaviorism Theory

CEFR.....Common European Framework of Reference

CLT.....Communicative Language Teaching

CPD..... Continuing professional development

CT..... Constructivism Theory

DM..... Direct Method

EFL..... .....English as a foreign language

FL..... Foreign language

GPCE..... General People's Committee of Education

GT..... Grounded Theory

GTM.....Grammar Translation Method

IH..... Interaction hypothesis

IR..... Initiation-response

IRF..... Initiation-response feedback/ follow-up

IRE..... Initiation, response and evaluation

L1.....First Language

L2.....Second Language

MoE..... Ministry of Education

MT.....Mother Tongue

SCA..... Student- centred approach

SCT.....Socio-Cultural Theory

TCA..... .....Teacher-centred approach

TESOL.....Teaching English to speakers of other languages

TL..... Target language

UNESCO .....United Nations Educational, Scientific and Cultural Organization

ZPD..... Zone of proximal development

Chapter One: Introduction

1.1. Introduction

In this chapter the research problem is identified and details about classroom interaction are discussed as interaction is the main focus of this research. The aims are outlined and the significance of this research is highlighted. Finally, the research questions that are addressed in this study are identified and the way the thesis is structured is explained in section 1.6.

The demand to learn English language has increased in our globalised world (Flowerdew & Peacock, 2001). This is due to the English language often being used as the means for international communication. It is also the language of trade, science and media (Ibid, 2001). Due to these factors, the Ministry of Education (MoE) in Libya has realised the importance of teaching English and took steps to improve the quality of teaching and learning English by introducing an updated English curriculum in 2000 into preparatory and secondary schools (Orafi, 2008). The Ministry mandated a shift from a teacher-centred approach (TCA) to learner-centred approaches (SCA) (Saleh, 2000; Orafi, 2008). The new curriculum centred on the communicative language teaching approach (CLT). In other words, the main purpose of introducing this curriculum was to encourage the students to participate in the learning process and use the target language (TL) (Orafi& Borg, 2009:p.251). Here is the different terminology I will use through the chapter and in this thesis. These conceptions are showed in the table below:

Concept	Abbreviation	Explanation
Foreign language	FL	English
First language	L1	Arabic
Second language	L2	In the Libyan context means "English", while in non-Libyan context means language that people learn in addition to their first language.
Mother tongue	MT	Arabic
Target language	TL	English

Table: 1.1. Abbreviations regarding to the Libyan context

Richards & Rodgers (2001) state that the CLT was developed in the mid- 1970s as a result of the work of the Council of Europe experts. The main purpose of the CLT is to make communicative proficiency the aim of language teaching. In this study, the CLT approach is considered as an overarching term that encompasses collaborative work such as pair and group work. Richards and Rodgers (2001) argue that CLT is considered an approach rather than a method "it refers to a diverse set of principles that reflect a communicative view of language learning' that can be used to support a method of teaching" (p. 172). It represents the philosophies of language teaching that can be applied and interpreted in a variety of ways in the classroom. Richards and Rodgers (2001) add that it puts emphasis on the ability to interact using the TL to learn, rather than learning language in order to then use it to interact. In order to achieve the communicative purpose of teaching and learning a language, teachers need to be equipped with the communicative skills to help them to apply the CLT approach successfully in the classroom. The CLT approach is discussed in more detail in the literature review (See 3.3).

According to Richards (2010) the role teachers play in the classroom is considered to be very important, especially in teaching English as a foreign language. Teachers can take the roles of facilitators, monitors and mediators. He argues that EFL teachers need to employ several teaching strategies in order to successfully achieve their different roles. For example, they have to facilitate learning by giving the learners opportunities to interact and use the TL by encouraging the learners to engage in collaborative activities such as group and pair work in class.

1.2. Statement of the research problem

The MoE in Libya has realised the importance of teaching English as a foreign language communicatively as a learner-centred process. In the year 2000, a new Libyan textbook was introduced into preparatory and secondary educational systems as part of the efforts to develop the status of English language learning and effectiveness of English language teaching. According to Orafi and Borg (2009) the purpose of the new Libyan textbook was to "develop students' oral communication skills" (p: 251). However, many studies conducted by researchers such as Ahmed (2004); Ali (2008) and Orafi& Borg (2009), have revealed that Libyan students often finish their secondary education with undeveloped speaking skills which may affect their English learning at universities or affect the students who are taking advantage of scholarships to further their academic studies in universities abroad. I noticed this problem as an EFL Libyan teacher while I was teaching English in

Libyan secondary schools where most of the students had some difficulties in using their knowledge of English in language production, because of the lack of speaking practice inside and outside the classroom. Orafi (2008) and Shihiba (2011) suggested that developing speaking skills in the classroom through interaction can help Libyan students to communicate in the classroom. For example, teachers can arrange some communicative activities in which dialogue can take place when students speak to one another such as role play or problem-solving activities that help students to use the TL.

The MoE in Libya applied a top-down approach to the implementation of the new Libyan curriculum (Orafi 2008). Thus, EFL Libyan teachers had little say in the planning and the design of this curriculum. The EFL Libyan teachers in the secondary schools were simply required to implement the policies and decisions of curriculum designers and the educational policy makers. That has affected the quality of teaching English (Latiwish, 2003), especially teaching reading which is the main focus of my study.

The literature argues that teachers cannot be treated as 'implementers' of educational innovations that are given to them by policy makers, but they have to implement and modify these innovations according to their beliefs and the context in which they work (Keys, 2007; Spillane et al., 2002). This aligns with Braun and Ball's findings (2010) in their research about policy enactments in UK secondary schools. They found that the policy makers expected teachers to be familiar with the policy they planned for them and be able to implement it successfully. Policy makers sometimes do not consider the complexity of policy enactment such as teachers' knowledge and their beliefs. The result is a failure to implement the policy by teachers or schools (Ibid, 2010).

Latiwish (2003) showed that this top-down strategy has created a gap between EFL Libyan students' and teachers' needs and the MoE, and it also has affected the quality of teaching and learning English. This motivated me to investigate the reasons that lie behind the failure of the EFL Libyan teachers to implement the updated textbook. Subsequently, this research study aimed to investigate what teachers felt would be useful to support them to implement the CLT approach embodied within the updated English textbook by applying bottom-up scaffolding during an intervention to encourage teachers to apply collaborative learning in Libyan classrooms. This aim is linked to one of the research questions. Scaffolding, communicative language teaching and collaborative learning will be addressed in more detail in the literature review chapter (3.2.2), (3.3.) and (3.4.1).

As an introduction to the effectiveness and the advantages of this new Libyan curriculum, the MoE invited some ELT educators who were sent by the company which had published the new textbook, to provide briefing sessions to Libyan English language inspectors across Libya. There are twenty-two districts of Libya, known by the term "*Shabiyah"*. The MoE chose three inspectors from each district to attend these briefing sessions. Those inspectors then conducted similar briefing training sessions to all the EFL Libyan teachers (Orafi, 2008; Shihiba, 2011) in their districts. The EFL Libyan teachers' briefing training session lasted approximately two weeks. The Libyan Education Authority expected that these training sessions would equip the EFL Libyan teachers to teach the curriculum as it was designed to be taught interactively, but there has been no analysis of the extent to which those teachers are able to do so or if the inspectors had sufficient training to support teachers in implementing CLT (Orafi, 2008). My experience accords with Orafi (2008), I was one of the teachers who attended a briefing session given by inspectors. It appeared challenging for the inspectors to present the course as they themselves did not have sufficient training for the communicative approach because it was also new for them.

The teachers in the Libyan secondary schools received the new textbook but have not been trained sufficiently to use it, particularly in relation to an interactive approach to teaching and learning (Alhmali 2007). Also, most of the teachers were not able to attend the briefing session because they were busy in the schools. The MoE expected that the sessions would equip the teachers to implement the updated curriculum interactively (Orafi, 2008). However, the result was that teachers have been struggling to cope with the new materials, which has resulted in low standards of student achievements (Shihiba, 2011). This places a big challenge on teachers as they tend to use the traditional TCA, such as the Grammar Translation Method (GTM) which involves language learned through drills and repetition with a focus on form rather than meaning. To use the new approach effectively, the EFL Libyan teachers need to change not only their teaching methods but also their understanding of the way that learners learn. This situation in the Libyan secondary school classes was confirmed by Orafi& Borg (2009) when they observed and interviewed teachers in three EFL Libyan secondary schools for two weeks to investigate how they were using the new Libyan textbook. Their study showed the failure of those teachers to use the new text book as it was designed. The teachers did not know how to conduct the group or pair work activities suggested in the book and they transferred them into teacher-centred question-and-answer sessions. Moreover, in the classroom, there was lack of interaction in the TL and the teachers made a great deal of use of translation in the students' first language. Orafi and Borg's (2009) study was conducted on a small sample

and the results cannot be generalised, nevertheless, the results provide an insight into teaching using the new textbook in the secondary school classes in Libya. Taking these results in consideration, this research aims to examine how teachers responded to the intervention that I initiated and then identify ways to support them to teach reading interactively.

Taking a socio-cultural theoretical perspective to language learning and teaching, the present research places the teacher and students at the core of the learning and teaching process, in which knowledge is co-constructed between teachers and students through learning processes (Buzzetto-More, 2007). This research aims to help Libyan EFL teachers so that they can teach with the text book interactively so that their teaching becomes more learner-centred. The research was conducted through an intervention approach involving demonstration, mentoring, and discussion, giving feedback to show teachers how they can support their learners' communication skills development and increase interaction in language classrooms (See 5.6). The intervention in this research also enabled the challenges for teachers and the support conditions needed to enable them to implement the new approach to be identified. In the next section, classroom interaction will be discussed in more detail.

1.3. Classroom interaction

It is important to mention that many studies have been conducted to examine classroom interaction in many countries such as Hall and Walsh (2002) and Van Lier (2014), but few studies in Libya have been carried out to investigate this topic, especially in the east of the country where I conducted my study. One of the few studies investigating the classroom interaction in Libya which was carried out by United Nations Educational, Scientific and Cultural Organization (UNESCO) (2002) showed that Libyan learners who study the English language are not given the opportunity to interact and to work collaboratively in the classroom. Studies conducted by Giroux (2004), Pace & Hemmings (2007) and Walsh (2008) to investigate classroom interaction, showed that teaching and learning the language where the process is controlled by the teacher and the students are just passive receivers of knowledge, leads to an unequal power relation between the teacher and his/her students. This means that the teacher controls much of the teaching process in the classroom to the extent that the students' active participation becomes very limited. This, according to Aldabbus (2008) affects the outcomes of teaching and learning the language in a negative way.

Sawyer, (2004) reported that using a TCA in teaching language does not help the students to develop their language even though some teachers in different countries are still using this method, as they believe that it helps them to keep the students' classroom talk under control, especially with the large classes. Latiwish (2003) confirmed that Libya is one of these countries where most EFL teachers dominate the teaching process. He states in the EFL Libyan classes, the students only receive information and teachers control the lesson, due to their beliefs that teachers must dominate the students and students do what teachers ask them to do. This strategy prevents students from being autonomous and creative. It is not common in these classes to find students interrupting or contradicting their teacher, and they tend to wait for the teacher to begin communication in the class. If those teachers have low competence, the class will be influenced by the approach that is being applied and this will reduce the effectiveness of learning the TL. Orafi (2008) found similar results in Libyan EFL secondary classrooms, while he was investigating teachers' practices and beliefs in relation to curriculum innovations in English language teaching in Libya.

1.3.1. Definition of classroom interaction

Johnson (1995) argued that classroom interaction involves many things that might occur in the classroom, so it is often considered difficult to define what classroom interaction is. He considered that classroom interaction can provide the learners with opportunities to practise the TL. He provides many examples such as demonstrating, eliciting, responding to questions, interacting with written materials or acting out a dialogue (Ibid, 1995). Different definitions of classroom interaction are offered, such as the one by Alexander (2000) who defined classroom interaction as "an exchange containing a complete initiation-response feedback/ follow-up (IRF) sequence as described by Sinclair and Coulthard (1975) or a partial, initiation-response (IR) one" (p.397). Interaction in the context of second language (L2) can also be described as the way in which learners are exposed to the TL consistently; they can absorb different language samples which they can then use while they are interacting in the class (Ellis, 1999). For example, teachers can arrange some collaborative activities such as role play or problem solving, with the teacher's support in order to provide more opportunities for the students to participate meaningfully using the TL (Hedge, 2000).

Walsh (2012) described classroom interaction as the tool used by teacher and students to facilitate and assist their learning. Moreover, interaction can help the learners to have a positive motivation for learning, especially in social activity which is strongly affected by students' participation and involvement.

It is acknowledged that there are many definitions relating to classroom interaction in the literature. However, the definition used in this research is derived from the objectives and the aims given by the writer of the new English textbooks for Libyan secondary school teachers, the MoE and the publishing company (Macfarlane, 2000). This refers to interaction as the way in which teacher and students communicate to achieve the process of learning and how students work in pairs or in groups to interact with the materials such as the text book to enhance their learning and build knowledge about the language through their interaction which facilitates language learning opportunities. This is the definition that applies to the teachers participating in this research during the intervention. I aimed to develop their knowledge of the CLT approach to encourage the students to engage in collaborative work and participate in the classroom. There are different types of classroom interaction. The following sub- section will show these in more detail. These types of interaction are very relevant to my research, especially "learner-content interaction". In the intervention the aim was to help my participants teach reading lessons to support their learners to interact with the content.

1.3.2. Kinds of classroom interaction

As noted above, there are different types of interaction which might take place in the classroom. I will focus on any activity that students and teachers might undertake in the class and demonstrate that interaction in the classroom can be classified according to the prevailing kind of interaction that occurs in an EFL classroom, such as: learner-content interaction; learner-instructor interaction; and learner-learner interaction. These different forms of interaction are discussed in the following three sub-sections.

1.3.2.1. Learner-content interaction

I start with this kind of interaction because it is a key part in my research. The first type of interaction is the interaction when the students interact with the content of the study (Swan, 2001). This kind of interaction defines the aspect of the education in the Libyan classroom, because the students will not be able to learn without the text book or some other materials. Swan (2001) added that learning cannot occur without this kind of interaction, because it is the process of intellectually interacting with the written text that leads to changes in the students' perspective and understanding. Swan's (2001) view of interaction aligns with the Libyan context in term of the importance of the textbook in classroom learning and the examination, because the textbook is the only material teachers use in the class. Moreover, the Libyan teacher will not be able to achieve the curricular targets provided by the end of

the year without using the textbook (Ibid, 2001). Moore (1989) states that learner content interaction is very important in the learning process but communicative interaction can be very limited, as the focus is on the written text and the learner's understanding of it. This kind of interaction can occur inside the classroom or when students do homework, when the students interact with the text book or some other materials. In this type of interaction, the teacher's role is to facilitate students' interaction by demonstrating the requested task or providing them with the meaning for some unknown vocabulary if they need (Ibid, 1989).

1.3.2.2. Learner-Instructor Interaction

This type of interaction is seen as important by many educators and highly desirable by many students, because they interact with an expert, "their teacher", to facilitate their learning. Seedhouse (2004) mentioned the importance of this kind of interaction in foreign language classrooms because knowledge can be exchanged between the teacher and students. Consequently, students' learning of a FL can be determined by the amount of TL that the teacher produces and the way the teacher talks with the class. For example; the teacher can motivate the students to learn and maintain their interest in what is to be taught by providing them appropriate relevant materials or appropriate tasks that aim to encourage students to use the TL. Also, the teacher can work as a facilitator by supporting and encouraging each student to participate in the class.

Brown (2007) stated that in the EFL teaching process, the role of the teacher is very important. The teacher should leave behind the traditional idea of the TCA and work to support the students to become more confident in their learning. He mentioned two TCAs, one of which is taught by the whole-class approach in which the teacher dominates. For example, the teacher in this case is doing all the work, such as providing examples, feedback, practice and activities and controls the students' interaction through these activities by giving them few minutes to interact. Brown (2007) criticised this approach because it leaves little opportunity for the learners to participate or use the TL on a regular basis. The other example is taught using a mixture of whole-class and interactive mixed-ability such as giving the students the opportunity to work in pairs or in a group in which the teacher's role is to guide the students when necessary to facilitate the process of learning. In this approach, the teacher's role is facilitator rather than dominator (Bourdillon, 2013).

1.3.2.3. Learner-Learner Interaction

Learner-learner interaction is an important aspect of classroom interaction. It happens between one student and other students, as a pair or in a group setting, with or even without the presence of the teacher. It helps the learners to be cooperative and active by participating in the given activities (Moore, 1989). That can be done when the teacher guides and shows the learners the key points of the requested activity by demonstrating it, then leaves them to lead the class, because the learners are the only ones who can do the learning (Griffiths, 2004). According to constructivist theory (CT), the learners' role is independent and cooperative (Pollard et al., 2005). In this case, the class can be classified as learner-centred in which the learners have more opportunities to learn the language. Learners share information and receive feedback from the teacher as well as each other. For example; learners can interact together to negotiate the meaning for the unknown words which helps them to gain comprehensible input (Brown, 2007). It should be noted that in this thesis, I will take into account the interaction hypothesis which concerns the importance of negotiation of meaning (See 3.4.2).

According to my experience as a teacher, EFL Libyan students rarely start any talk. They only ask questions for clarification or obtaining permission. Their talk is dominated by the teacher. Orafi and Borg (2009) confirmed this situation when they examined the implementation of the new Libyan textbook for secondary. They found that student-student talk such as pair or group work is unusual because teachers consider that it creates interruption to others and a lot of noise. Reasons such as the lack of Libyan students' participation in the collaborative activities and the noise they might create in the class led this research to seek ways to support EFL Libyan teachers in secondary school classes to change the nature of interaction towards being more student-centred, especially in the reading classes.

1.4. The aims of the study

It is commonly accepted that classroom interaction and group activities can help EFL learners to achieve better understanding of the language and improving their oral competence. According to socio-cultural theory (SCT), knowledge is constructed through social interaction between people. I will provide more details about the socio-cultural theory in the review of the literature (Vygotsky 1978). According to Hall &Verplaetse (2000), teaching and learning happen through interaction between teachers and students, so

increasing the teachers' understanding of classroom teaching and learning processes is an essential factor if the learning process is to be successful. With this in mind, I wanted to investigate how Libyan EFL teachers teach reading with the updated Libyan text book, which has an interactive design as suggested by Macfarlane (2000), after an intervention to support them.

As an ELT Libyan teacher, I am interested in what happens in the Libyan classroom, how the Libyan English teachers teach the updated textbook and whether they could teach it interactively. Orafi (2009) mentioned the lack of training on how to teach the updated curriculum. He argued that one of the reasons that affected EFL Libyan teachers is the insufficient training that some of them received on implementing the new curriculum which lasted for two weeks. The inadequate training led the teachers to continue to use traditional teacher-centred methods. In the Libyan classes, the students do not have any role in the learning process, they have to sit quietly and memorise the information given by the teacher (Ibid, 2009). Therefore, I was keen to raise Libyan teachers' awareness and help them to increase interaction in their language classrooms. The aim was to support EFL Libyan teachers to have a better understanding to implement the text book interactively so that they can support their learners' communication skills development and their teaching becomes more learner-centred. Also, this research aimed to identify in what ways Libyan EFL teachers learned from demonstration how to use the text book so their teaching becomes more learner-centred and they can support their learners' communication skills development.

Examining the potential development of interactional approaches to EFL I aimed to suggest what support might be needed for teachers to overcome difficulties in setting up opportunities for interaction in the classroom. I wished to explore their responses to, what for them, may be a new approach. This aim is to identify the best ways to support Libyan EFL teachers to better understand modern theories and models of teaching reading such as CLT approach, and to put them into practice.

1.5. Significance of the research

The importance of this research is that it investigates some of the issues in teaching reading in Libyan secondary school classes using the updated textbook. As previously mentioned in section (1.4), the aim of this study is to identify ways to support EFL Libyan teachers to improve their knowledge about the CLT approach to facilitate the understanding of implementing the textbook in an interactive way, especially in reading classes, so that they

can support their learners' communication skills development. Also, this research is important in that it explores changing teaching processes in the classroom by encouraging Libyan teachers to think about methods of teaching English reading, and to consider if these could be improved to meet the learning needs of all their students.

Finally, and importantly, it is hoped that the findings of this research will provide valuable information to encourage the MoE in Libya to plan for conducting a professional development programme for EFL Libyan teachers. This professional training will help the Libyan teachers to gain enough knowledge and understanding of CLT approach to teach the textbook in an interactive way. Interaction is seen as key for teachers as well as learners to conduct successful lessons with the whole class or in a small group. This aligns with Obanya, (2004) and Duffy, Warren and Walsh, (2001) when they said that greater interaction in classrooms contributes to better language acquisition which might enable students to practise their English communicative competence and learn the TL quickly; in turn, this can increase language output where learners use the language to communicate and thus supports learning. This view about the value of the interaction in the classroom strengthens the significance of this study.

1.6. Research questions

The process of research design in this study started by identifying research questions, research approach and methods of data collection. This study sought to investigate ways of supporting EFL Libyan teachers to use the Libyan text book in an interactive way. These are the main research question that I identified from reviewing the international literature in the field of EFL and CLT approach:

Overarching question:

- How should EFL Libyan teachers be supported to enact the new EFL policy in Libyan secondary schools?

The three sub-questions are as follows:

i)- What development needs have Libyan teachers identified as helpful to enable them to sustain an interactive teaching and learning approach?

ii)- How can demonstration and mentoring support EFL Libyan teachers to implement the interactive approach advocated in Libyan EFL policy?

iii) - What do teachers see as the main opportunities and challenges for implementing the new EFL policy?

The participants in this study were three secondary English teachers with whom I conducted a workshop. I then interviewed and subsequently observed them teaching their classes so that I would have the opportunity to gather data about how they managed their classes. I chose those three participants because they would be trusted and credible. During the first meeting I had with the teachers in the school, those three participants showed a good skill to communicate and understanding the researcher's needs. I hoped that the intervention would allow them to reflect on, and contribute to the development of more effective reading strategies in English in their own context. This study aimed to encourage them to think about methods of teaching English reading, and to consider if these could be improved to meet the learning needs of all their students. I am aware of my position as a researcher and will be explored in the methodology chapter (5.6.2).

1.7. The organisation of the study

The thesis consists of seven chapters as follows: in the first chapter, a brief background to the research problem has been presented and the importance placed on classroom interaction in the new curriculum for language teaching and learning has been introduced. This chapter also outlines the aims and the significance of the research and the research questions.

Chapter two presents the context of the research and the structure of the education system in Libya. It also offers a detailed description of the Libyan English updated curriculum, drawing on policy and the textbook itself to provide examples of the changes that have taken place with regard to English teaching.

Chapter three reviews theories relevant to classroom interaction and provides an overview of the components of classroom interaction. Also, it explains teacher's talk and dialogic teaching.

Chapter four considers theories and models of reading affecting classroom interaction. It describes how teachers' beliefs might affect their teaching. Then, the importance of continuing professional development (CPD) is discussed.

Chapter five discusses the methodology employed in this research. It introduces the design and the rationale for the research. It deals with ethical issues and provides details of the participants and the research setting. It explains the methods and the processes of collecting data. Finally, it provides the theoretical basis of the analysis.

Chapter six presents and analyses the findings of the research in detail, linking them to the relevant literature to answer the research questions.
Chapter seven outlines the main conclusions. It summarises the problems and the purpose of the study and draws the findings together. Additionally, it presents the contributions and the limitations of the study. Finally, it suggests recommendations for further research.

1.8. Summary chapter

This chapter has presented the research problem. Classroom interaction and the various kinds of classroom interaction were highlighted in the chapter. The aim, the significance of the research and the research questions have also been explained. Finally, the organisation of the whole thesis was presented in this chapter. In the next chapter, the background of the study will be discussed.

Chapter Two: Background of the study:

2.1. Introduction

The main aim of this chapter is to present and discuss the context of this research, which investigates EFL Libyan secondary school teachers' understanding of classroom practice in the teaching of English, with a particular focus on the skill of reading and what they see as important to support them to develop skills to teach in a communicative manner. Consequently, it is important to provide a clear background with more detail of the context of the research in order to offer the reader a clear picture of the situation regarding English language teaching and, more specifically, the teaching of reading.

2.2. The setting of the study (Location and population)

The current study was conducted in Libya, which is an Arabic country located in North Africa, with Tripoli as a capital. The population is approximately 6.5 million. Most of the population live in the north of the country. Based on my experience as a Libyan citizen, that led the authorities in Libya to give little attention to the people who live in the south of Libya. This, in turn affected the schools in that area. Libya is the fourth largest country on the African continent situated on the Mediterranean coast facing Italy. It has a Mediterranean Sea coastline of about 1,900 kilometres. A historical overview of Libya is provided, because it was known as "The Great Socialist People's Libyan Arab Jamahiriya" during the era of Gaddafi, but after 2011 is known as Libya. Libya is an Arabic-speaking country and English is not used much in the society. Lack of opportunity to speak English may be one of the challenges EFL Libyan teachers and students face in teaching and learning English.

Strategically Libya was considered important because it provided an ancient inland trade route to central Africa, which has been in use for hundreds of years and is still in use. Libya is bordered by Egypt, Sudan, Chad, Niger, Algeria and Tunisia. This location of Libya is an important factor for consideration in my study as the country is surrounded by countries for which English is also not their first language and for some people English is not their second language either. For example, French is the second language for Chad, Niger, Algeria and Tunisia. That might be said to affect learning English in Libya since English is not used in these neighbouring countries. Furthermore, it is a low-lying country and it includes much of the Sahara desert with mountainous regions in the North West,

North East and South. That makes it extremely challenging to implement the same professional development approach to all teachers, because the context is very different in schools across the country.

Libya is considered one of the world's major oil producers, with the oil sector contributing practically all export earnings (Web Site: www. Libya OnLine.com/Libya/index.tml). Oil companies in Libya run English courses for the employees to enable them to communicate with their colleagues of different nationalities. These companies recruit native-speaker teachers to conduct English courses for the employees. For this reason, the workers in Libyan oil companies have a good level of spoken English. This is in contrast to many teachers and inspectors in the state education system. As mentioned in Chapter 1, training sessions to implement the updated curriculum in the secondary were given by Libyan inspectors who were not sufficiently qualified to teach teachers compared with the native-speaker teachers who teach employees in the Libyan Oil companies (Orafi, 2008) using the communicative teaching approach.

Libya considers itself as a bi-lingual country, with the languages spoken being Arabic and Berber. Arabic is the officially language in Libya and it is the language used in the Libyan educational system. A minority of the people speak Berber among themselves and pass it on to their children, mostly living in the cities of Yefern and Zuwara (Agnaia, 1996). The Berber community in Libya insists on keeping the Amazigh identity. They are not interested in learning any other language and that has also affected learning English language (Hume, 2012).

This study was conducted in the town of Alnor town (pseudonym), located in eastern Libya, 250 kilometres from Benghazi (which is the second biggest city in Libya). Alnor is a small town which is strongly influenced by the Libyan culture and beliefs compared to the other big cities in Libya, where teaching mixed gender in the same class is fairly common. This means it is a challenge for teachers to ask male and female students to engage in collaborative work (Orafi, 2008). I decided to conduct my study in one of Alnor's secondary schools because I have extensive experience working in schools in this area and I was keen to explore ways of teaching the new Libyan textbook to support EFL Libyan secondary school teachers to teach it interactively, outside of the context of a large city. Also, I taught English there for more than nine years, until recently and I am familiar with the way English is taught there. Added to that, I had contacts in schools and I considered that I would be seen as a trustworthy person.

Orafi (2008) stated that, in the past, education had been totally ignored by the occupying forces controlling Libya such as Italy. As part of its colonial policy, Italy tried to teach its language in the Libyan schools which had a negative impact on learning English until the defeat of Italy in North Africa in 1942. After forty years of occupation by European powers, Libya became independent on the 24thDecember 1951 under temporary British military rule. Obtaining independence had a strong effect on all aspects of Libyan life. Under the monarchy (1951-1969), all Libyans were given the right to education. Schools at all levels were opened, and Koranic schools ***"Kuttab",***a religious informal type of schooling where children learnt reading, writing and recitation from the Holy Quran" were opened, resulting in a heavy religious influence on Libyan education (Deeb&Deeb, 1982).

These schools focused only on memorizing the Holy Quran by modelling each word several times while learners repeated it in chorus to guarantee that they had learnt the correct pronunciation. This method of teaching: "modelling" has had a strong effect in Libyan classes, inherited from the early days of teaching the holy book "the Quran" (Aldabbus, 2008). Moreover, it does not give a chance for the students to develop their reading skills, because all the activities are controlled and depend on the Sheikh "religious teacher". This method of teaching is similar to the Grammar Translation Method (GTM). This has influenced the teaching of many subjects including teaching English reading (Alsadik&Abdulkarim, 2012). This makes the change to an interactive student-centred approach (SCA) particularly difficult given the embedded tradition of teacher-centred approaches (TCA).

After the revolution in 1969, considerable changes to the quality of the educational system were made by the educational authorities in Libya. For example, the number of primary schools was increased considerably by the government. Between 1970-1975 education for the primary and middle school stages became compulsory and was later extended through secondary education for all learners in Libya (Khalifa 2000).

The education system in Libya is characterised by a highly complex hierarchical structure. According to this system, education in Libya is controlled and managed by the Ministry of Education (MoE). Therefore, the Libyan government funds schools across the country and also takes the responsibility for teacher provision, training and the curriculum (Khalifa, 2000).

The education system in Libya is centralised in which a top-down strategy is utilized by the MoE. Libyan teachers and their way of teaching are organised using a top-down policy (See 2.4.3.). In this approach, teachers' opinion is ignored and they are told what and how to teach and also how to prepare learners for the national exam (Orafi& Borg, 2009). Curriculum innovation was also developed through the same top-down policy(Orafi 2008). In the year 2000, the General People's Committee of Education (GPCE) decided to introduce a new English textbook for Libyan secondary schools. A group of English authors from Garnet Publications was assigned the task of designing this curriculum (See 2.6.). The publishing company did not take into consideration Libyan teachers' existing beliefs, and did not take account of the contextual factors that might restrict teaching methods and consequently the implementation of a curriculum with greater emphasis on a learner-centred approach.

This process resulted in the introduction of the current English language curriculum, based on the updated textbook. However, there are a number of issues with the new curriculum. For example, the philosophy of teaching and learning upon which this curriculum has been developed, based on interaction and active learning, seems not to be clearly understood by the teachers who had been trained by inspectors. It is also contradictory to the transmission method of teaching and learning as described in the section above. Perhaps the reason for teachers' lack of understanding of how to use the text book in a learner-centred way was the perception that those inspectors who had conducted the training sessions did not have a clear awareness about the new curriculum, so they were not able to help the teachers to teach the text book in an interactive manner effectively (Orafi, 2009). Therefore, the aim of this research was to explore ways of supporting EFL Libyan teachers in the secondary school to implement the Libyan textbook interactively, as it was designed.

2.3. Educational system in Libya

Children go to school in Libya five days a week, starting from Sunday to Thursday (Abushafa, 2014). There are three main stages in the Libyan educational system, namely; basic (Primary school and preparatory), intermediate (secondary school) and higher education. Further details of each stage will be provided in section 2.3.1.

According to Abushafa (2014), the education system in Libya exists in two forms in the primary: private and public. In private primary schools, education is not free and the

students pay fees. These private schools are not government funded and are run by personal administration. That means private schools are not administered by the government or by the MoE. Private schools appear more flexible when compared with the public sector. The private schools accept primary age children at age five compared with the public sector in which children are accepted at age six. In the middle of 1990, the educational authorities in Libya encouraged private education as it was considered as a new concept for Libyan society (Ibid, 2014).

The important difference between public and private primary schools is that the number of the students in the public schools is more than private schools which might affect the collaborative work in the class. Additionally, public schools have fewer facilities than private schools such as labs or computers which might make the process of learning and teaching English interesting (Tantani, 2012).

In the Libyan educational system, there are no private secondary schools. Therefore, the majority of Libyans send their children to the public education. It is compulsory from age 16 to 19 and free for all Libyan people and is run by the MoE. As stated above, the MoE is responsible for all costs such as the building of schools, employing teachers and providing schools with books and curricula. That means that the Libyan educational system is highly centralised, following a top-down style which does not allow Libyan teachers to participate in designing of the curriculum. As stated by Orafi (2008) and Shihiba (2011) this policy affected negatively EFL Libyan teachers' implementation of the updated textbook. English is currently taught as a compulsory subject and as a foreign language (FL) from age eleven and students are examined in English at the end of their schooling as a normal subject(General People's Committee of Education, 2008). My research was conducted in one of the public secondary schools. In this school, students' age ranged from 16 to 19.

Below the different stages of education are elaborated.

2.3.1. Basic education

Since 1975 basic education in Libya was extended to nine years compulsory education between the age of seven and sixteen. Basic education consists of two levels: primary school for the first six years then middle (preparatory schools) for three years. After primary, students have to move to the preparatory level where they have to study three years to finish the compulsory school. The policy in the Libyan educational system does not allow the children to work before the age of fifteen. The purpose of the basic education

system is to help the children to obtain the basic skills. For example, children should obtain the concepts and the skills and give them cultural knowledge to help them to be independent when they grow up (Abushafa, 2014).

Upon completion of the basic education (primary & preparatory), students have to take a national exam administered by the zonal education office to receive a basic education certificate. Different teachers correct the students' examination papers which make the experience for them more challenging, but also ensures that the examination can be considered rigorous (Ministry of Education 2004). After that the students have the choice of finding work or continuing their secondary education.

After the revolution (2011), the Education Authority in Libya realised the importance of learning English because it is the language that people use in technology, science and to communicate with each other. As a result, English was made a mandatory subject for children to be taught starting in their fifth year of primary school, to children of eleven years old (Abushafa, 2014).

2.3.2. Secondary Education (Intermediate education)

Libyan students, who pass the national exam and complete their basic education, may start their free secondary education. There are many types of high school education: vocational intermediate education such as mechanical, electrical vocational study for careers in industry; and specialized intermediate education, such as in biology, engineering, language and the social sciences (Elabbar, 2011). The variety of the regulations in Libyan intermediate education gives the students choices for joining different fields of study, after meeting the required criteria set by the GPCE for regulating the admission process of intermediate education. For example, a student who is interested in joining the English discipline in secondary education should get a high mark in the final English exam of basic education. S/he needs to gain their best marks in English subjects (at least 70%). This means the students can be influenced by scores to choose their subject direction (GPCP, 2008). The emphasis on scores is not aligned with the aim of the updated curriculum which aims to develop learners' communicative skills (Macfarlane, 2000). However, the influence of the exam and the transmission teaching methodology made the purpose of introducing the Libyan updated textbook hard to reach. This could be one of the reasons that lie behind students' failure to interact in English.

Students at the vocational intermediate education programme study three to four years. The purpose is to enable the students to benefit from new scientific and technological developments, and to help them to practise the jobs that best suit their areas of specialist interest. Students study general subjects in the first year and after this foundation year specialize for the second and third years. The students who are studying in vocational intermediate education or intermediate education are required to study a range of subjects such as science, mathematics, Islamic religion, Arabic language and English Language as well (GPCP, 2008).The main aim of this type of education is to help the students to develop their interests and needs and also gives them the chance to study several subjects at the intermediate level. At the end of the secondary school education, students who are studying at the vocational intermediate education will receive a certificate, the intermediate training diploma. On the other hand, the certificate awarded in the specialized intermediate education is the Intermediate Education Certificate. This study took place in a specialised intermediate school.

2.3.3. Higher education

As stated by El-Hawat (2003) higher education in Libya refers to the universities level and higher vocational institutes. The students need the Intermediate Education Certificate awarded at the end of intermediate education to continue their studies at the universities or at the higher vocational institutes. Since 1990, the education authorities in Libya have been trying to improve standards of education by increasing the entry tariffs to universities. If the students do not want to specialize in English, they do not need high marks in the English language but they will study English in the first year as a general subject (Ibid, 2003).

There are three main disciplines at Libyan universities namely; Science, Arts, Medicine and Technology. Libyan students graduate in the Faculty of Science after five years, in Arts after four years and in Medicine after five to seven years. Consistent with the system in other countries, certificates are awarded for higher technician diplomas or bachelor's degrees, Masters and doctorate levels. The students who study medicine have to study all their subjects in English, while the ones who study in science or arts have to study English in the first year (Elabbar, 2011). In the Libyan education system, teaching in both universities and schools is arranged from the top down which comes from either political or educational instructions. For example;Political instructions come from the government,

while educational instructions come from the Committee of Higher Education (Latiwish, 2003).

2.3.4. Top-Down Approach in the Libyan education

Education policy-makers need to take into consideration several factors that might affect the successful implementation of educational innovation. The education system in Libya is centralised, governed and managed by the MoE which deals with matters such as curriculum development and teachers' employment (Orafi& Borg, 2009; Shihiba, 2011). Elabbar (2011) states that in the Libyan education system, teaching and teachers are organised from the top down which, it could be argued, is another challenge Libyan teachers face. For example, the MoE in Libya provides curricula for all schools and teachers have to implement them. Teachers are given the updated policy and required to enact it. The Libyan Government aimed to introduce these reforms with the best of intentions, that is, to bring teaching and learning of English up to date and enable Libyans to take part in global concerns including commerce. However, the top-down model has affected the implementation of the curriculum.

Shihiba (2011) claims that EFL Libyan teachers were asked to teach the updated textbook interactively without being provided with the appropriate support and training. EFL Libyan teachers were given briefing training sessions lasting approximately two weeks by Libyan English language inspectors, who themselves appeared to have little understanding about how to teach the updated curriculum (Orafi, 2008).

According to Latiwish (2003) and Elabbar (2011), top-down management in Libya is divided into two main elements namely top-down educational instructions and top-down political instructions. Educational instructions come from the Ministry of Higher Education in Libya. For example, the MoE in Libya is responsible for all aspects of education such as funds for schools, provides the curriculum and recruits teachers. As mentioned in (2.4.), the Libyan government recruited non-native Libyan teachers from some Arabic countries such as Egypt and Iraq, so students do not have access to actual native speakers of English (Orafi, 2008; Tantani, 2012). Recruiting native speakers of English might be preferable in terms of developing pronunciation but the Libyan government relies on Libyan teachers or non-Libyan teachers from other different countries because they share the same language and culture. Although native speakers have more language input rather than non-native speakers and have inherently stronger language skills, non-native learners learn better from non-native speakers of English because non-Libyan teachers might assist learning English

in different ways (Wood, 2017). Furthermore, non-native Libyan teachers can use students' L1 to give an accurate translation for some vocabulary or explain difficult grammar to support teaching and learning of the TL (see 3.5.) (Swain and Lapkin, 2000).

The MoE appointed the Libyan inspectors to inspect and assess teachers. Also, the MoE gave the responsibility for training the teachers to inspectors. They are supposed to be an evaluative and an informative guide for the EFL teachers during their teaching career (Alshibany, 2017). It appears, however, that those the inspectors' experience was only related to GTM and that they did not have the understanding required to advise regarding CLT (Orafi, 2008, and Shihiba, 2011).

Latiwish (2003) and Elabbar (2011) claim that political instructions come from the government under the instruction of the President's office. They assign Deans of universities and head teachers to the school who know Gadaffi's treatise on political philosophy. It seems to be that within government Gadaffi's philosophy is still very prevalent and has a strong influence on the curriculum, as directed by the government (Aloreibi and Carey, 2017).Also, all curriculum designers should be to be part of the *lijanthawriya,* local committees dedicated to the interpretation of the Green Book. This book covered several aspects of Gadaffi's political views. In order to enforce these views, students in primary and secondary schools have to study a subject referred to as "Jamahiriya studies". For example, this book introduces the concept of "popular committees" — local government bodies under Qaddafi's rule — that were "chosen by the masses." The committees do not "make decisions," the Jamahiriya book says, but instead "collect the decisions of the masses", which they took note of in the popular meetings. In other subjects which integrated Gadaffi's political philosophy, students have to study for example, Geography texts which deny current national borders between Arabic countries (Gillis, 2012). This shows the role of politics in the education system in Libya.

Many Libyan teachers feel that education is a matter of expertise and should be beyond politics (Orafi, 2008). Although employing teachers lies with the Libyan Ministry for Education, the government has the authority to employ or cancel teachers' contract. Political instructions govern every aspect of education in Libya; such as supervising the content of the curriculum for all subjects students need to study.

Latiwish (2003), Orafi (2008) and Elabbar (2011) argued that the top-down policy imposed by the MoE increased the gap between the intended principles of reform and the implemented principle of reform. The inspectors who were supposed to be the mediator

between the MoE and teachers to translate the policy for those in the classroom could not deliver the knowledge for the teachers which then extended the gap between the policy and the teachers because the intermediation was missing for helping the teachers for the implementation of the policy so the gap became wider between the two parts.Aladabbus (2008) argues that EFL Libyan teachers are influenced by the methods of teaching Quran which is similar to GTM.The influence has not been challenged with regard to learning English, because the teachers do not know how to begin teaching interactively and have received no meaningful guidance as to how to do so. Another important factor that might affect teaching the Libyan curriculum interactively is the complexity of culturally appropriate pedagogy. Nguyen et al. (2006) argue that when applying a Western educational curriculum in another context without proper consideration for the cultural heritage of a society, a complex of cultural conflicts is likely to happen. As stated by Macfarlan (2000), Saleh (2002), Orafi (2008), and Shihiba (2011), the updated Libyan curriculum encourages the students to use group learning strategies, but group learning is not seen to be culturally appropriate in the Libyan context due to some cultural factors such as power distance and mixed-gender classes (see 4.6).

Orafi(2008) and Shihiba (2011) state that Libyan teachers lack the understanding of how to develop interactive skills which would enable them to encourage their students to engage in collaborative work. Alshibany (2017) argues that Libyan teachers need to be supported by bottom-up scaffolding where they can cooperate together and achieve their own needs of teaching the updated curriculum as planned. The results that emerged in this study have potential implications for Libyan teachers to develop their teaching skills to teach in a communicative way as they started partially implement the CLT approach in their classroom (see Chapter 6).

This corresponds to the objective of the study which aims to develop EFL Libyan teachers' knowledge and understanding of the CLT approach and implement it in Libyan classes so that they can support their learners' communication skills development.

Fullan (2001), Carless (2003) and Wedell (2003) acknowledge that teachers play an important role in the success or failure of any curriculum reforms, but the Committee of Higher Education in Libya does not involve teachers in making decisions about educational reforms (Orafi, 2008; Shihiba, 2011). In other words, teachers are treated as implementers in this process and are expected to be able to implement the updated curriculum as it was designed (Orafi, 2008). The design of the new curriculum reflects

Western approaches which have not been used in Libya up to now, thus causing more issues for teachers who do not know how to implement the reforms. Braun and Ball (2010) argue that putting policies into practice is a complex process. Carless (1997) and Shihiba (2011) emphasise the importance of teachers' feeling of ownership of educational reform in order to promote its success. EFL Libyan teachers, however, were not encouraged or expected to have ownership of the reform. It appears that they did not have a role in the design process and subsequently the implementation of the updated curriculum has proved to be problematic. In consequence, EFL Libyan teachers could not apply the innovation as planned (Orafi, 2008).This aligns with Orafi's (2008) and Shihiba's (2011) view that the Ministry of Education in Libya applied the cascade model known as centralized approach "top-down policy" to introduce the updated curriculum (see 2.4.3. for more details). Orafi (2008) argues that imposing the updated curriculum without studying the Libyan classroom well has affected the implementation of the updated textbook. As stated by Malderez&Wedell (2007), teachers' role in the implementation of the curriculum reforms is important. This role is influenced by how they understand and interpret curriculum innovation. According to Orafi (2008), in the hierarchical strict system in Libyan education, teachers have very little power to challenge the changes. Moreover, the expectation of the MoE of teachers' knowledge about the CLT approach seems to be higher than it actually is (Shihiba, 2011). These factors have affected the implementation of the updated interactive curriculum as it was designed.

The top down policy in Libyan education has clearly resulted in complications for the implementation of the new curriculum. Curriculum designers anticipated that EFL Libyan secondary school teachers were qualified to implement the new curriculum without providing them with enough professional support (Orafi, 2008; Embark, 2011).

As stated in section (2.6.) the writer of the textbook which has been adopted was not Libyan or from an Arabic context. This raises questions about why the MoE chose this textbook, since there are clearly some topics or practices that could be considered incompatible with Libyan culture.Shihiba (2011) argues that textbook designers need to consider some important factors such as the context and the philosophy of teaching and learning which may affect successful implementation of the updated curriculum.

According to the discussion above and Todd's (2006) view about the top down approach for introducing educational reforms, it is suggested that inspectors and teachers need to be involved in designing the curriculum for it to be successfully implemented. Sharkey (2004) supports this idea and argued that teachers' understanding of the context could serve as an

‘effective mediator’ for successful implementation of the curriculum in three principal ways: “establishing trust in gaining access, articulating and defining needs and concerns, and identifying and critiquing political factors that affect teacher’s work” (p: 279).

In Libyan education, the nature of the assessments for the effective implementation of the curriculum is based on the students’ outcomes (Alshibany, 2017). In Libyan schools, the main aim of teaching English is to help the students to pass the exam (Aldabbus, 2008). Libyan teachers prepare the exam based on the updated curriculum, but they focus on grammar and word meaning which is not aligned to the aims and objectives of the current curriculum. Such incongruent implementation of the curriculum made the objectives of any teaching process hard to reach (Alshibany, 2017).

The concern about the final exam is not only in the Libyan context but also in other contexts such as Japanese schools. Sakui (2004) investigated the reasons behind the lack of accuracy of implementation of the CLT approach in Japanese schools. The results showed that teachers' concern about preparing the students for the exam had affected stronglythe fidelity of curriculum implementation. This could be a reason for the research problem in this study, in which teachers and their students are not able to communicate in English because the exam is the main focus of teaching English in Libyan classes (Aldabbus, 2008 and Orafi, 2008). Tang and Biggs argue that (1995), “The quickest way to change student learning is to change the assessment system” (p.159). Besides the effect of the exam, the mixed-gender class is another aspect that has affected the implementation of the CLT approach in the Libyan classes. Metcalfe (2006, 2008) conducted research in some Arab countries in the Middle East with which Libya shares the same religious and cultural norms with most of them revealing the sensitivity of gender issues in these contexts.

The CLT approach needs the involvement of learners in achieving communication activities such as problem-solving, pair and group work, and role-play which might not be suitable for every culture (Dogancay, 2005). Aldabbus (2008), Orafi (2008), Shihiba (2011), and Alshibany (2017) argue that in the mixed-gender classes, EFL Libyan teachers prefer not to use activities that include pair and group work, because male and female learners feel uncomfortable interacting with each other. The sensitivity of the contact between male and female students is a big challenge EFL Libyan teachers encounter in implementing communicative activities in Libyan schools. The next section gives more details about teaching English in Libyan schools.

2.4. Teaching English in Libya

Mustafa et al. (2004) argue that education in Libya, especially teaching and learning English, has gone through different stages after independence, each of which has been distinguished by some cultural and certain political factors. During the 1950s and until the 1968, Libya was described as "one of the poorest and most backward nations of the world". According to Aldabbus (2008), the situation in Libya changed after the 1968 ***"September revolution"*** and education was given special attention by the government. The aim of teaching English in Libyan education as stated by the GPCE is to help Libyan learners in school to achieve a reasonable skill in speaking English and listening, reading and understanding simple text and write about a simple subject or incident. It also tries to develop Libyan learners' interest in learning English so that they can acquire the skills to learn by themselves.

During the 1970s and until the mid-1980s, all Libyan citizens, either male or female were given the right to education (Sawani 2009). This was confirmed in the Libyan Constitutional Declaration which declares that Education is a right and a duty for all Libyans (Otman and Karlberg, 2007).

In the mid 1980s, the relationship between Libya and the West was characterized by political tensions. America attacked Libya on the 15th of April 1986. This led the Libyan government to ban the learning and teaching English in Libyan schools and universities. Also, shopkeepers were not permitted to use signs written in English and the names of the Libyan streets were Arabicized (Carlson, 2010).

English language materials were destroyed and the Libyan authority asked students all over Libya to come out in large crowds and to burn many English school books, because at that time English was considered as the language of colonialism (Kreiba , 2012). EFL Libyan teachers were asked to stop teaching English and ordered to teach other subjects such as geography and history, so that many EFL Libyan teachers had to change from their careers as English teachers. This status affected teaching and learning English across the country until the mid-1990s (Almoghani, 2003; Elmajdob, 2004).

Abushafa (2014) explains that in the mid-nineties the Libyan government realised their error and decided to reintroduce teaching and learning English in the educational system beside other languages such as French and Spanish language. The importance of the

English language in the universities and the huge numbers of Libyan students who were studying at university level had increased the interest to reintroduce English learning which could be used as a tool in teaching some disciplines such as medicine, engineering and scientific courses.

Orafi (2008) argues that the reintroduction of English language teaching was unplanned and not systematic, so there were many challenges and problems which arose because of the earlier ban on teaching and learning English language. First, there was a lack of EFL Libyan teachers who had become unable to teach English due to the ban. Furthermore, English language training institutions and English language departments which provided teachers of English had been closed. In addition, a large number of EFL Libyan teachers had changed their careers and nearly 80% of them did not return to their job as English teachers. Meanwhile, others taught other subjects so that it became very difficult for them to restart teaching English again after so long away from teaching and using English (Asker, 2011). Many Libyan students who were studying at the university level at that time had no basic knowledge of English, because they had not studied it when they did their preparatory and secondary levels of education (Orafi, 2008). In the 1970s and 1980s, the teaching workforce in Libyan education depended totally on expatriate teachers from Egypt (Orafi, 2008).

Ghanem (2006) states that in 1992, important changes were put in place by the government with the introduction of what was called the "New Educational Structure" to replace foreign teachers with local Libyan teachers in the space of five years. This resulted in poorly qualified teachers and low quality teaching standards. Within this structure, the educational system in Libya was divided into the three levels mentioned earlier (Ibid, 2006).

EFL Libyan teachers who are employed for teaching English language in Libyan secondary schools have been mainly formed through the two following routes:

Teachers who graduated from Colleges of Teacher Training of English departments and received four years of training, or others who graduated from English departments of Colleges of Arts and received four years of English language study (Shihiba, 2011).

A study conducted on teaching and learning English language in Libya by United Nations Educational, Scientific and Cultural Organization (UNESCO) (1996) showed that the communicative language teaching approach (CLT) to teaching English had not yet reached the Libyan schools and the EFL Libyan teachers were still using the traditional method

"GTM". Moreover, there were no language laboratories to practise and test oral skills for the students and also there were no specialist English rooms or audio recorders which could be used by the teachers (Ibid, 1996). As a result, the Libyan government decided to introduce the new English curriculum in 2000 to all of its secondary and preparatory levels of the education system in Libya.

The level of the updated textbooks designed for preparatory and secondary schools, is considered very difficult not only for the students, but also the EFL English teachers who have to deal with the English content for this curriculum. This may be due to the existing EFL Libyan teachers who are not qualified enough to teach the higher level demanded by these new curricula. The Libyan Minister for Higher Education has expressed this same view (Orafi and Borg 2009; Alhmali 2007; Porter and Yergin 2006).

In 2005, the Libyan Educational Authority made English a compulsory subject for the Libyan learners in their fifth year of education instead of their seventh year (Abushafa2014). Although the new Libyan textbook was designed based on interactive approaches to meet the students' needs in the modern world, there is still resistance to this method from EFL Libyan teachers (Saleh, 2002). The teachers do not teach the new textbook as it was designed in an interactive way and they reflect their own experience as students since they were taught by GTM. In addition, the training to support them to apply CLT approach is very limited(Orafi, 2008).This situation led me to investigate ways to support EFL Libyan teachers to teach this textbook in an interactive way, especially in reading classes.

2.5. ELT Methodology in Libyan Secondary Schools

The updated Libyan curriculum puts a heavy emphasis on communicative methods where the learners are expected to play an active part in their English language learning. Saleh (2002: p.49) considers the textbooks as "communicative-oriented and student-centred based". Building on a CLT approach, "English for Libya", the name of the prescribed textbook which arose from the work of the group, encourages EFL Libyan teachers to use communicative strategies and skills. Saleh (2002) argues that the notion of student-centredness is implied within different kinds of communication activities repeated throughout the text books. He adds that the effective implementation of these activities needs the availability of teaching approaches which can encourage students' participation in the classroom activities such as; solving problems, participation in open dialogues and pair or group work activities.

The role of the teacher, who uses a CLT approach to teach English, as advocated in the new textbook, is to work as a facilitator by providing the students with rich amounts of comprehensible input, encouraging the students to respond orally and giving feedback on their progress to allow them to use the language to achieve the requested work (Macfarlane, 2000).

Shihiba (2011), conducted research to investigate EFL Libyan teachers' views of implementing CLT approaches in Libyan secondary school classes and revealed that EFL Libyan teachers were still applying GTM in which they concentrated on memorizing isolated words and certain aspects of grammar rather than giving their students opportunities to use the language to communicate meaning.

The big challenge for EFL Libyan teachers was that they were given a book which is designed to be taught in an interactive way by using reciprocal questioning or teaching, but they might not know how to teach it (Orafi, 2008). Elabbar (2011) confirms Orafi's finding in his research. He reported that EFL Libyan teachers are still using GTM. Orafi (2008) argues that EFL Libyan teachers have graduated from universities and higher institutes, but their knowledge in English teaching methodology is very limited. One reason for this problem may be that, those teachers have not been exposed to recent methods of teaching English language.

2.5.1. Aims of Libyan curriculum set by the Ministry of Education

The Libyan MoE identified some aims for Garnet to produce a book which would meet the following aims:

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 judgments.

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.

2.5.2. Objectives that have been provided by the publishing company (Garnet)

In addition, Orafi (2008) mentions the objectives that have been provided by the publishing company (Garnet) that guided the committee which wrote materials.

- For the students to leave school with a much better access to the world through the lingua franca that English has become.
- To create an interest in English as a communication tool, and to help students develop the skills to start using this tool effectively.
- To help students use the basic spoken and written forms of the English language.
- To help students learn a series of complex skills: these include reading and listening skills that help get at meaning efficiently, for example, skimming and scanning and interpreting the message of the text; they also include the speaking and writing skills that help the students organize and communicate meaning effectively.

These objectives presented in the updated curriculum provide an important shift in teaching and learning English. Libyan teachers and students need to adopt new roles. For example, teachers need to take the role of facilitators to encourage the students to participate in the class, while the students need to engage in collaborative activities that help them to use the target language. In the updated curriculum, learning the language is not seen as memorising vocabulary and mastering grammar rules. The students need to use

the language in meaningful situations which enable them to develop their communicative skills.

These aims cannot be achieved unless professional development for teachers is further improved. Professional development training can support teachers to make the change from monologic to dialogic teaching and improve their teaching practice (Poskitt, 2005).

2.5.3. Curriculum principles as highlighted in the teachers' book

In the updated curriculum, the teachers' role in the class is to give the opportunities for the learners to use the target language. Teachers are expected to encourage the learners to participate in activities such as role play, group or pair work and group discussion which might help the learners to develop their skills and use the language in meaningful situations (Orafi, 2008).

The updated curriculum also highlights several principles in relation to the process of English language teaching. This table shows below what is in the Libyan teacher's hand book (Macfarlane, 2000).

Focus	Curriculum principles
Reading	-Aims to help students develop the sub-skills of prediction, inference, reading for gist, for specific information, and to work out meaning from the context.
Grammar	-Aims to activate the grammatical points which students have already learned through the productive skills of speaking and writing.
Listening	-Aims to develop the sub-skills of prediction, inference, listening for gist, listening for specific information, and to enhance students' competence and confidence in listening comprehension.
Speaking	-Aims to promote fluent communication and to make talking in English a regular activity among the students. -Discourages error correction during the speaking stage.
Writing	-Aims to develop the language and grammar students have already learned through producing longer pieces of writing. -Considers the process of writing as important as the end product, and encourages students to work together, to help each other with note taking and editing, and to produce work with a communicative purpose.
Pair work	-Encourages the use of pair work, and considers it as a good opportunity for students to speak the target language.
Error correction	-Making mistakes is part of the language learning process.

Table: 2.1. Curriculum principles as showed in the teachers' book

The principles outlined in the curriculum principles in the teachers' book also seem to correspond with Richards' and Rogers' (2001: 172) view of the principles of the CLT approach. They put these principles as follows:

- Learners learn a language through using it to communicate.

- Authentic and meaningful communication should be the goal of classroom activities.

- Fluency is an important dimension of communication.

- Communication involves the integration of different language skills.

- Learning is a process of creative construction and involves trial and error. The teacher should encourage the students to use the language and not be afraid of making mistakes, because that is part of the language learning process.

These aims concentrate strongly on developing the communicative skills of the learners, but these aims are not actually being realised by EFL Libyan teachers. Orafi (2008) mentioned the role the teacher can play as a monitor and facilitator to support and guide the students to participate in the class to complete the required activities. The role of the students in the language learning process is not defined clearly, but through the design of the activities in the textbook, it is clear that students are expected to participate in the learning process. As mentioned earlier Libyan teachers still use the GTM (Orafi, 2008; Shihiba: 2011 &Elabbar, 2011). As a result of that, in conducting this study, an intervention was used to support Libyan teachers to understand how to teach communicatively and develop their communicative teaching skills.

2.6. The Libyan updated English curriculum

As mentioned in (1.1), a long awaited updated curriculum for English was introduced in 2000 for Libyan secondary schools, to meet the needs of teaching and learning English in Libyan secondary school classes. The updated course book was designed by a group of English authors from Garnet Publication along with a group of Libyan educationalists under the supervision of the National Centre for Educational Research in Libya and Garnet publishing company based in the UK (Orafi, 2008).

Sheldon (1988) explains that "publishers sometimes neglect matters of cultural appropriacy; they fail to recognize the likely restrictions operative in most teaching situations" (p. 239). The updated Libyan curriculum introduces inappropriate topics in

terms of a country's culture, with which students are not familiar with and about which they may not have background knowledge such as Alhambra in Spain or asking the students to give information about the Sherpa people who live in Nepal. A number of the topics covered in the Libyan updated textbooks do not reflect the cultural background. Shihiba (2011), comments that teachers and students in Libya do not influence curriculum change; it is the responsibility of the Ministry of Higher Education which should consider students' abilities and social and cultural backgrounds before the curriculum innovation. The current curriculum might be regarded as a reflection of the writers' culture and knowledge of the world. The distance of policy-makers and textbook writers from the teachers in the classroom has created a challenge for the EFL Libyan teachers to implement the updated curriculum; especially the textbook writers do not appear to have enough information about the Libyan context (Mohamed, 2014).

Lin (2010) points to the fact that communicative language teaching is a western-based methodology which does not take into consideration the challenges concerning socio-cultural issues in non-Western countries. These challenges may make the implementation of the CLT inappropriate in some contexts where the culture plays an important role in society. Mohamed (2014) analysed six English language textbooks used in Libyan schools. The findings showed that content and the knowledge which is represented in the Libyan textbooks are restricted to the western countries where these textbooks are produced and published. Most of the images and the cultures emanated from the West. That isone of the reasons the students may find translating the sentences difficult as they maynot be able to activate previous knowledge and understanding of the context, based on their experience, to comprehend the written text. In the next section, the students' course book will be discussed in more detail.

2.7. Teacher's hand book and the students' course book

The course books which are used to deliver the new curriculum are called "English for Libya". The material comprises a students' course and work book, a class audio-cassette, and a teachers' hand book. According to Blacknell and Macfarlane (1999), the "teacher's hand book provides the teacher with a comprehensive guide to using the course book" (p.1) (more details in table 2.1). Embark (2011) highlights that the teachers' hand book offers a detailed clarification of "the steps and procedures" followed by lessons in the different skills, but the challenge for the Libyan teachers was how to implement them and feeling confident to do so with students. He argues that the language and terms used are

challenging for Libyan teachers, because Libyan classrooms tend to be quiet with weak interaction with teachers. In the CLT approach, teachers need to be facilitator rather than a knowledge transmitter, while the learners need to be active participators in the class. In the Libyan context, traditionally teachers have more control over students' interaction in the classroom. Consequently, the implementation of the communicative approach becomes challenging for both teachers and students (Elabbar, 2011). Therefore, the course materials are not only challenging for the students, but also for the teachers who share a cultural understanding, different to that of the text-book authors.

The students' textbooks are divided into eight units of ten pages, and each unit is further divided into two sections. First there is a core section, which all students need to study. Then there is a specialist section which differs according to the specialism a student is following (e. g. Economics, Social science, Medicine, Engineering and Basic science). The main section in each unit has a particular theme, which is developed in terms of grammar, vocabulary and communicative function. In each unit, there are twelve lessons (See appendix 1). Each one follows the same format and consists of five stages as follows:

1- Two lessons for reading.

2-Three lessons for Grammar and vocabulary.

3- One lesson for speaking and writing

4- One lesson for listening.

5- Four lessons for specialization.

Macfarlane (2000) analysed the textbook and described the eight units, Firstly, in each unit, the text book introduces lessons for reading to teach the learners how to use reading strategies such as: predicting, scanning and skimming and also starts the reading lesson by using some reading steps such as: before-, while- and after- reading activities to activate students' schema, however, as noted above, Libyan students may not have the contextual or cultural understanding to take full advantage of these strategies. Secondly, the teacher will show some grammar (for example the past perfect form) and give some vocabulary that the students have read in the passage such as, for example, phrasal verbs. Thirdly, in the speaking lesson, the students are asked to use the language by describing some pictures. Fourthly, the students are asked to write a piece of work as a group task which aims to encourage them to improve their writing and to work together. Finally, the listening lesson aims to develop active listening strategies such as predicting. Reading,

speaking, listening and writing should be used to assess students' performance, but in EFL Libyan classes, teachers focus on the reading in which they teach grammar and vocabulary, because the examination only tests vocabulary and grammar (Orafi& Borg, 2009).Teachers consider exams are so important because of the pressure placed on them by parents and head teachers to help students to obtain good exam results. The focus on exam results has negatively affected their implementation of the CLT approach (Aldabbus, 2008).In this study the focus on teaching reading interactively, so it was important to understand how to support the teachers to conduct reading lessons interactively, because that might have an effect on how they then could teach other skills.

Shihiba (2011) argues that the activities in the Libyan updated textbook were designed to be performed through group or pair work, problem-solving and role play which might help learners to develop their productive skills such as speaking and writing if they are requested to do so.Orafi (2008) and Shihiba (2011) argue that the communicative approach embodied in the updated curriculum is underpinned by a social constructivist theoretical perspective. For example, Vygotskian sociocultural theory (3.2.3) supports the idea of using collaborative learning as a means to encourage learners to participate in the class.Although the text book is updated to reflect a more communicative approach, the actual sequence of learning is almost completely reversed, as the book starts with reading and listening is the last skill worked. According to Macfarlane (2000), the rationale for starting with teaching reading skills first in the Libyan updated curriculum is that the vocabulary, grammatical points and the functions are first introduced through the receptive skills of reading and listening. They are then developed through the productive skills of speaking andwriting (see appendix 1). This is a reason for not overtly teaching grammar at the early stages of each unit. Kumar (2015) states that listening should be the first skill practised, followed by speaking and then reading and writing, because listening forms the foundations for communicative competence in the new language.

2.8. Comparison between the old and the updated Libyan curriculum:

The updated curriculum introduces an important shift in principles of teaching and learning language (Macfarlane, 2000). Both teachers and their students have to take on new roles. For example, teachers have to see themselves as facilitators who should give opportunities for the learners to participate in class and use the language in meaningful situations, rather than being a transmitter of knowledge in the class. Also, the students have to take more responsibility for language learning by participating in the classroom activities such as

group work or discussions. The language learning process is not just a matter of mastering grammar and vocabulary, but of using and practising the target language (Ibid, 2000).

It might be difficult for EFL Libyan teachers to do this, especially if they have not experienced this type of teaching before as a learner. In addition, their own level of English proficiency might make them feel unconfident to depart from a more Arabic-based translation style. So, the principles of teaching and learning language introduced in the updated curriculum might be said to be challenging for the Libyan teachers. This challenge makes the intervention in this study very important, as it aimed to support the teachers by making them aware of the skills that might help the teachers to teach the updated curriculum interactively.

Orafi (2008) mentions that there are some other important differences between the old and the updated curriculum. In the old curriculum, for example, EFL Libyan students merely read texts and did not do any pre-reading activities to help them to use their prior knowledge to guess the theme of the reading passages (See Appendix 2). In the updated curriculum, the reading activities are organized into pre-reading, while reading, and after reading activities (See Appendix 3). These activities help the learners to make predictions from the photographs or the title. The students use their prior knowledge to focus on and think about the topic of the text before they read it. As stated by Macfarlane (2000) the learners should read the passage quickly to obtain the general meaning, because that helps them "to realize that it is possible to understand the gist of a text without having understood every word in the text" (p. 3).

In the old curriculum, grammar activities were designed in drills where learners were helped to understand the grammatical structures, but they did not then use these structures in communicative activities. For example, the teacher gave students sentences with words missing for students to fill in blank spaces with the new vocabulary or with a particular grammar form, while in the updated curriculum, learners are provided the grammatical structure and are requested to apply it in a function such as reporting an incident or describing what is happening in a photograph (Orafi, 2008).

Macfarlane (2000), describing the updated curriculum, states that the aim of teaching speaking and listening activities was to provide the learners the opportunity to speak the target language and encourage them to be involved in pair and group work activities. Listening activities were organised to develop the learners' skills of prediction, and also to improve learners' confidence and competence in comprehension of spoken English. The

updated curriculum also considers the writing lesson important because it is designed to develop the language and the grammar learners have already learned, through producing longer pieces of writing, therefore learners are encouraged to work together, to help each other with note taking and editing, and to produce work with a communicative purpose.

Macfarlane (2000) argues that although one of the updated curriculum aims is "for the students to communicate effectively and fluently with each other and to make talking in English a regular activity" (p.3), however, teacher-centred practices and the use of Arabic as the dominant language during classroom interaction continues to be the case (Orafi& Borg, 2009). The table below illustrates the differences between the updated and the previous curriculum in Libya.

The updated curriculum.	The previous curriculum.
-Encourages student-centred approach.	-Encourages teacher-centred approach.
-Communicative language approach is applied.	-Grammar-Translation Method and Audio-lingual Method are applied.
-Teacher's role is facilitator, monitor and mediator.	-Teacher's role is transmitter and controller.
-Focusing on using collaborative work	-Focusing on the memorisation of isolated vocabulary, application of grammatical structures.
-Student's role is active participator	-Student's role is passive receptive
-Focusing on using the target language	-Focusing on using students' first language
- Students have to apply the grammatical structure in functions.	- Students need to master the grammatical structures without using these them in communicative activities.

Table: 2.2. The differences between the previous and the updated curriculum

In the next section, I am going to discuss how EFL Libyan teachers teach English.

2.9. Methods of teaching English in Libyan secondary classes

The old English Libyan textbook of Libyan secondary schools was based on a traditional educational philosophy which was described as supporting subjects and TCA (Gusbi, 1984). It was criticised for focusing on translating and understanding written text, isolated

vocabulary and grammar rules, and also its lack of consideration of learners' needs (Orafi& Borg, 2009). GTM was deemed most suitable to teach the content, by using the mother tongue (Arabic) with less attention to the TL to achieve the aims of teaching in secondary schools. This was also criticised for its lack of consideration of students' needs (Saleh, 2002; Aldabbus, 2008; Orafi& Borg, 2009).

Under the old curriculum guidelines, the students' role was passive because it assumed a traditional method of teaching such as GTM where the teacher is central in the classroom (Gusbi, 1984). Accordingly, the chance to encourage the students to work in group work or pair work was not provided.

Libya is not the only country that has gone through a period of change and challenges that teachers faced in implementing this curriculum. Some studies conducted on other countries such as Syria (Rajab 2013), and in Saudi Arabia (Rahman2014; Abahussain 2016) showed that these countries have also considered the importance of the communicative approach and have taken steps to introduce new curricula. These curricula aim to develop students' communicative skill through learner-centred teaching approaches. The policy makers in these countries expected teachers will understand the intended policy and achieve it. However, in those countries too, teachers could not implement this curriculum because they were not given enough training to apply the CLT approach embodied within these curricula (Rajab, 2013; Rahman, 2014 &Abahussain, 2016).

Latiwish (2003) conducted a research study to understand Libyan teaching and learning contexts and found that the Libyan classroom environment was based on memorization of isolated words and grammar rules. He stated that this method was effective in the Libyan class because the sole aim for EFL Libyan teachers is helping their learners to pass the examination. The examination in Libyan preparatory and secondary classes is based on grammar and vocabulary (Aldabbus, 2008). As a result of that, there is no time allotted to interact with the teacher who controls the class.

Studies conducted by Aldabbus (2008), Elabbar (2011) and Abushafa (2014) to investigate how the EFL Libyan teachers teach the updated curriculum showed that EFL Libyan teachers still use GTM. Libyan teachers claimed that vocabulary and grammar rules should be the starting point in teaching and learning English language. Orafi (2008) states that the focus on the exam led the teachers to ignore the communicative activities and concentrate on grammar and vocabulary. The format of the exam is reflected in their teaching in the class, where GTM is dominant (Orafi 2008). Taking this into consideration, this study aimed to help the teachers to encourage the collaborative work among the students to

improve their communicative competence. This in turn aimed to make them more motivated and therefore perform better in the exam, as they would understand better how to use English for communication through the collaborative work.

Saleh (2002) observed some English classes to investigate how teachers organise the classroom activities. The main conclusion drawn from this observation was that teaching was "clearly teacher-dominated and not communicatively based" (p: 49).

My experience as a teacher in Libyan secondary school classes accords with Saleh (2002),Aldabbus (2008) &Orafi (2008) that the learning process is largely viewed as mechanical habit formation. For example, the teaching process in Libyan EFL classes is dominated by teacher questions, the selection of pupils to respond, and the demonstration of examples on the board for students to imitate and repeat chorally, which does not promote cooperative and autonomous learning in the EFL class. The students do not decide what is more or less important and depend totally upon their teachers. They do not ask or discuss during the class.

Macfarlane (2000) states that in the updated textbook, the role of the teacher is to work as a facilitator by encouraging, guiding the students and giving feedback to allow them to use the language to achieve the requested work (See table 2.2). This view of the teacher seems to be similar to Hall and Hewing's (2001) view about CLT. They state that "The role of the teacher in the classroom is to facilitate the communicative process between all participants in the classroom and between these participants and various activities and texts" (p.17).The updated Libyan curriculum does not mention the student's role in the language learning process, but it can be clearly seen from the activities that Libyan learners are expected to participate in the learning process (See appendix 1). Forexample; the learners are required to complete certain tasks, such as classroom discussion, problem-solving and expressing their opinion in the class. According to Orafi (2008) and Shihiba (2011) the big challenge for EFL Libyan teachers is that they have been given a book which is designed to be taught in an interactive way by using reciprocal questioning or teaching, but they do not appear to know how to use it to teach English communicatively.

In setting, the context for the study and the review of the literature above about teaching English in Libyan secondary schools revealed that that EFL Libyan teachers appear to still use the GTM with an extensive use of the students' first language in the class which does not consider the students' need to use the target language to participate in the lesson.

Translation has been the main technique to present the language with dominance of teacher's talk (Saleh, 2002; Aldabbus, 2008; Orafi& Borg, 2009). Taking these findings in consideration drove me to intervene to support for EFL Libyan teachers to develop their knowledge and understanding to implement the CLT approach and encourage their students to practice the language communicatively. This study aimed to assist teachers to identify what might help them to create a social interaction context in which collaborative working such as asking the students to do some pair or group activities are encouraged. To achieve this aim, bottom-up scaffolding in the intervention was designed to help the teachers understand how to enact the collaborative approach as was planned by the MoE in Libya.

2.10. Summary chapter

This chapter has provided an overview of the background of the study. It gave details about the educational system in Libya. It presented more details about the updated curriculum such as the aims, objectives, and principles of this curriculum. It also described the effect of the top-down policy enacted by the MoD in implementing the updated curriculum. This chapter reviewed how EFL Libyan teachers teach English, especially reading classes. It showed that Libyan teachers are still applying GTM because they are influenced by the method of teaching the Quran which is similar to GTM. Theories of teaching and learning English will be presented in the next chapter.

Chapter three: Literature review I

Theories of teaching and learning the language and Communicative approach

3.1. Introduction

In this chapter, I am going to provide an overview of the process of language learning as proposed by socio-constructivism and socio-cultural theorists (SCT) in which great emphasis is placed on social interaction. The theories developed by the psychologist Vygotsky (1978), have contributed to the current understanding of classroom interaction, where teachers are encouraged to assist students to interact with each other or with the teacher in the classroom, as meaning is constructed through talk and discussion. Mitchell et al. (2013) argued that students' engagement in collaborative activities with support by teacher or peers "scaffolding" can help them to develop their understanding and improve their ability to use the target language (TL) (more details regarding these conceptions are in chapter one). Educationally speaking, the term **"scaffolding"** is used to refer to the linguistic support that might be given by a teacher or more experienced peer to support the learner's development and understanding of knowledge domains or development of complex skills (Van Lier, 2006; Brown, 2006). Aspects of classroom interaction will be discussed such as: Collaborative learning, negotiation of meaning, construction, interaction hypothesis and using the mother tongue (MT), as they are all relevant to the activities recommended in the new textbook. Finally, teacher's talk and dialogic teaching will be considered because of their importance in promoting learners' communication. The SCT view of teacher's talk is that the talk inside the classroom might not be effective if the learners do not take an active role in their learning (Lyle, 2008).

3.2. Second or foreign language learning and theories relevant to classroom interaction

Over the last five decades, great attention has been paid to second language learning. How learners can learn a second language (L2) or foreign language (FL) has been discussed and investigated by several researchers and theorists using behaviourist theory (BT), socio cultural theory, and constructivism theory (CT). To develop an awareness of how learners learn languages and to underline the theoretical foundations of this research study, it is

important to be equipped with adequate background knowledge about the process of teaching and learning language, because this will assist in understanding the way learners think, learn, and then use the language to interact in their L2 classes.

First, it is important to demonstrate what is meant by second language (SL) and foreign language. Cameron (2001) argues that SL means the language that people learn in addition to their first language (L1) and which is used to communicate with each other in the society where other languages are spoken as well as their L1. On the other hand, a foreign language (FL) means the language that people learn in a society where the language, for example, English does not play a main role and is primarily learnt in the classroom (Ellis, 2003). The key difference between L2 and FL is that while both of them are not the L1 of the speaker, the learners have exposure to L2 and can hear and speak it outside the classroom in the wider community. In Libya, English is considered as a FL.

Theories of learning and teaching language are considered very important and have had a strong effect on learning and teaching language, because they offer views about how learners learn languages. There are several perspectives on how learning takes place. There are a number of common philosophical approaches that attempt to explain the process of language learning. Each one has a particular philosophical basis and focuses on a particular determining factor. I am going to review the theories which are most relevant to my study.

3.2.1. Behaviourism theory (BT)

Behaviourism (also called the behaviourist approach) was the primary paradigm in psychology between the 1920s to the 1950s and is based on a number of underlying assumptions regarding methodology and behavioural analysis. “Behaviourism was, and is, a movement primarily in American psychology that rejected consciousness as psychology’s subject matter and replaced it with behaviour” (Leahey, 2000: p. 686). Skinner and Watson, the two major advocates of behaviourism, studied how the learning process is affected by changes in the environment and were interested to confirm that behaviour could be predicted and controlled (Skinner, 1974). The term behaviourism provided a “direction for social science research that would allow control and measurement of all relevant variables by ignoring human thought or cognition” (Rotfeld, 2007: p. 376). Behaviourists believed that it is very important to focus on observable behaviour of people as well as animals, and they ignored the unobservable events that take place in the mind; therefore, their focus was on learning as affected by changes in behaviour. Gregory (1987)

argued that Skinner was not interested in understanding how the human mind functioned. He believed that people's experience can control their behaviour and that mental process had nothing to do with how people behaved. Morrison et al, (2004), mention the importance of the effects of external conditions such as rewards and punishments in a behaviouristic approach and how they might play an effective role in determining future behaviours of students. Behaviourists consider all behaviour as a response to a stimulus. They assume that what we do is determined by the environment in which we live. Behavioural psychologists believed that "only observable, measurable, outward behaviour is worthy of scientific inquiry" (Bush, 2006, p. 15).

As argued by Orafi (2008), Aldabbus (2008) and Elabbar (2011), teaching English in Libya depends on knowledge of word meaning and mastering grammar rules which students need to pass the exam. BT theory might be helpful for Libyan teachers in justifying their approach to helping their students to pass the exam (Aldabbus, 2008), but does not help them to consider how to develop their communicative skills.

Based on BT, some teachers try to motivate their students by using positive and negative reinforcements: they either praise or punish their student's behaviour. Libyan EFL students work hard to show their teachers some progress, if they feel that will lead the teacher to give them good marks to pass the exam. Therefore, the students become "exam-conscious", and they are interested only in passing exams without paying attention to the subject itself (Aldabbus, 2008). The influence of the BT dominates the teaching and learning in Libyan classes, since the main aim of the EFL Libyan teachers is to prepare their students to pass the exam. As a result, they focus on teaching grammar rules and vocabulary and neglect the communicative activities (Aldabbus, 2008).

The implications of BT as a teaching method, as stated by Mitchell and Myles (2004), are that learning can be achieved by the repetition and imitation of the same structure time after time. Behaviourists believe that grammar rules should be taught through drills and memorization, from which learners are expected to create the correct grammatical behaviour. However, although practice is very important, it merely encourages the learning and memorization of the rules and may not enable the learners to use them in conversation. Ellis (1997:p.31) states that learning, according to this theory, "took place when learners had the opportunity to practise making the correct response to a given stimulus". According to Brown (2000) the criticism of BT is that through teaching and learning grammatical forms, learners do not improve their interactive skills, especially when applied to language, because these skills need to be developed when they practise using the

language in different situations rather than in the language laboratory, for example, to fixed stimuli. The students receive knowledge about grammar, but they do not know how to use it when they interact with each other or native speakers in the TL. One of the principles in the updated Libyan textbook stated by Macfarlane (2000) is that students need to use the grammar they have already learned to develop their speaking and writing skills. This research aimed to develop EFL Libyan teachers' knowledge and understanding to apply the CLT approach and encourage their students to practise the language communicatively. That might develop their language teaching and learning within a more social constructivist context which could then be adapted for the classroom.

3.2.2. Socio-constructivism and socio-cultural theory (SCT)

Socio-constructivism can be described as developing knowledge and understanding through interacting with others. Gulati (2008) states that learning in socio-constructivism theory, especially in group activities is characterized by teachers encouraging the learners to be active and engage in these activities, ask questions and collaborate with the others in the class to develop their ideas and construct knowledge. The updated Libyan textbook requires the students to undertake a large number of activities in pairs or in a group. Therefore, appropriate guidance by the teacher is needed to help them to develop their learning skills and complete these activities. Socio- constructivism in the classroom concentrates on the importance of the learners' prior knowledge and context in learning the TL. The role of the teacher is not exclusively the teaching of grammar, but to enable the learners to use their prior knowledge to make meaning (Ibid, 2008).

Donato (2000) highlights the importance of interaction within teacher instructions in the classroom. He argues that learning the language in the class does not work for the students if the teacher just asks them to do some activities without support and mediation, because the collaborative achievement is between the students and teachers, not an isolated individual effort. The teacher has to help the students make meaning from their experiences in the classroom so that they understand the learning process and, in the language class, students are able to use the language to make meaning in interaction. Therefore, the teacher works as a mediator to help the students to have experience through the language usage in the class. Instruction and guidance can be given by the teacher in the TL or students' L1.

Although in this section, I am talking about socio-constructivism and socio-cultural theory, learners can construct their knowledge within the constructivism theory (CT) which I will

mention briefly. According to Pollard et al (2005), constructivism is a theory of knowing, which emphasises that knowledge can be obtained from experience. The main thrust of CT is that learners can impose meaning on the world, as a result of being able to construct their own understanding through their unique experience. Humans generate knowledge and meaning from an interaction between their experiences and their thoughts. Pollard et al (2005) found that “this constructivist theory suggests that people learn through an interaction between thinking and experience and through the sequential development of more complex cognitive structures” (p.145).

The socio-cultural aspect can play an important role in the development of cognition. It can shape beliefs and hence practices within the EFL classroom. Tudor (2001) concentrates the main role of the social context, saying that “the classroom is a socially defined reality and is therefore influenced by the belief systems and behavioural norms of the society of which it is part” (p. 35). In the Libyan classroom, culture has a strong influence on teaching the updated curriculum. Orafi (2008) states that Libyan students tend to be silent and do not interrupt the teacher as they consider it impolite. Also, the Libyan culture determines the collaborative work in the mixed-gender classes. SCT was developed by Lev Vygotsky (1978). He underlined the importance of learning within a social context and how that can help in constructing knowledge. In other words, learning can occur in a social context. This environment encourages learners to learn more effectively. Ohta (2000) argues that under the SCT "social processes allow the language to become a cognitive tool for the individual" (p. 52). Therefore, the role language plays is not only in the transmission of culture, but also works as a means by which people learn from each other.

From a socio-cultural perspective, students’ interaction in Ll can play an important role in the collaborative performance of activities in the TL and, hence, in constructing effective chances for learning the TL. This correlates with Anton and DiCamilla (1999: p.245), who say “first language is seen as a means to create a social and cognitive space in which learners are able to provide each other and themselves with help throughout the task”. Although Alsied (2018) in her research on EFL Libyan classes did not encourage the overuse of the students’ L1, she mentioned the advantages of using the L1 which can

facilitate and simplify teaching and learning processes. More details will be given to the question of L1 and L2 use later in (3.5).

Lantolf (2000) argues that SCT gives great emphasis to people's talk, communication and social interaction. People can express themselves and share their knowledge through talk and discussion. He focused on the role that talk can play as a means to enhance the process of learning because it helps the learners to express to the others what s/he understands and can do. So, it is important to provide the learners with opportunities to talk with each other to practise the language. Consequently, according to SCT, teachers should be encouraged to become more student-centred (Hoover, 1996). To do that, teachers need to adopt Vygotsky's theory which provides an in-depth understanding of teaching and learning that reflects the perplexity of social and cultural contexts. The next section will discuss Vygotsky's theory of scaffolding and learning.

3.2.3. Scaffolding and the Zone of Proximal Development (ZPD)

Vygotsky's (1978) ideas have contributed to current understanding of classroom interaction. He believed that everything is learned on two levels, when individuals interact with each other and then when it is integrated into the individual's mental structure. He argued that significant intellectual development occurs when speech and practical activity converge.

According to Vygotsky (1978), a skilful tutor or "more knowledgeable other" can play an important role and facilitate learning processes through social interaction, by providing verbal instructions or modelling desired learner behaviours. He also emphasised the important role of children's interaction with peers, parents or their teachers in the class to obtain help from those more knowledgeable, so they could understand much more and better than they could on their own. The concept of the "More Knowledgeable Other" is integrally related to the second important principle of Vygotsky's work, the Zone of Proximal Development (ZPD).

> *Vygotsky (1978, p. 86) defined the ZPD as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky,1978:p. 86).*

Walsh (2006) agrees with Vygotsky's theory of the ZPD in which teachers assist their learners to overcome difficulties that they might face through scaffolding their learning with prompts, questions and suggestions. The common conception of the zone of proximal development is an area of learning which occurs between a more competent person and a less competent person while completing a task. Once the students are able to achieve the task independently, with the benefit of the help provided by the teacher, the scaffolding can then be removed and the students will then be able to complete the task by themselves. Teachers withdraw that support, only to provide further support for extended or new tasks.

The ZPD plays an essential role in Vygotskyan SCT, which determines that knowledge is embodied in people's interactions with the culture or environment. This linked to Vygotsky's notion (1978) of the important role that culture, interaction, and collaboration play on the quality of learning. The participation on the part of the student is made possible by the teacher's support in several forms. For example, in the language class it can be manifested by modifying teacher talk to a level that is comprehensible to the students, by providing linguistic resources when the student cannot understand and also by extending the student's attempts by asking questions, encouraging them to use the TL and by providing them with feedback (Vygotsky, 1978). Bruner (1993) mentions the important role of the teachers to push the learners one step beyond where they are now with the necessary information to help them to conduct a task on their own.

Teachers apply the ZPD as a starting point in the lesson to enable the learners to build on prior knowledge and internalize new concepts (Pinter 2006). However, Van Lier (2014) claims that when the learners obtain help or guidance while solving a problem with teacher support, this does not necessarily mean that students are working in the ZPD, and the students might not develop their language. He also said that students can find a variety of solutions to achieve the aim of their learning, such as, i) "assistance from more capable peers or adults; ii) interaction with equal peers; iii) interaction with less capable peers; and iv) inner resources (their knowledge or expertise)" (2014: p.193). For example, in group work, the students can complete the task successfully if they obtain support and guidance from a skilled partner. However, scaffolding offered by more capable students may help less capable students only if the latter accept it. So, teachers might wish to take into account the attitudes of less capable learners regarding the idea of learning from their peers before adopting this strategy (Ko et al, 2003). The teacher plays an important role inside the class, so he needs to work as scaffolder. However, it is not easy to keep the balance and

it may be easy to slip from facilitator teacher to controller and main doer, because Libyan students are seen as passive learners depending on their teachers to transmit knowledge for them, while teachers have more control over students' participation in the classroom (Al-Fourganee, 2018).

Vygotskian theory was built upon the Piagetian notion of the child as an active learner (Piaget, 1959) but with the focus on the main role social interaction can play in learning and development. Piaget and Vygotsky, both had different views on children's development within a constructivist paradigm. For example; Piaget's theory of cognitive development recommended that humans are not able to automatically understand and use information that they have been given, because they need to adapt and refine knowledge through prior personal experiences to help them to restructure knowledge in a high individualized way. Therefore, the main role of the teacher should be to stimulate the children to create their own understanding through their personal experiences (Rummel, 2008; Wadsworth, 2004). Consequently, the primary role of the teacher should be to motivate and encourage the children to create their own knowledge through their personal experiences. Piaget's theory is helpful for my study, because it encourages teachers to facilitate students' learning to construct meaning during interaction. EFL Libyan teachers can provide the students with opportunities to use the language by putting them in pair or groups to do some classroom activities. That will develop students' participation and interact together which will help them to become producers rather than consumers of knowledge. That might be achieved through the social interaction and also depending on what has to be learned and on the motivation and attitude of the learner.

The assumptions about how children learn were similar between Vygotsky and Piaget, but each one of them had his own ideas about the teachers' role in the classroom. Vygotsky's notion is very important as he focuses on the context of learning. Through the interaction that takes place between teachers and learners, teachers can play an important role as facilitator rather than distributor of knowledge in learning. In the Islamic countries and Libya is one of them, there are some rules and beliefs that might determine how learners can work together in the mixed-gender classes. In this study, the participants were working with single sex classes, but in the cities both males and females students are studying at the same class.

Vygotsky (1978) focuses on the importance of the learner's past experiences related to what is learned in the class so that they would lead the learner to build knowledge independently. He also emphasises that teachers or more capable peers should provide less

able learners with assistance and guidance when performing challenging tasks or solving problems. Therefore, it could be argued that EFL Libyan teachers need to scaffold their students to interact with each other to develop their language skills and to support their peers. Teachers might ask them to do some group activities to participate, provide support and practise how to use the language effectively. Hurst et al (2013) stated that social interaction has an important role in the learning process, because learners can construct knowledge and understanding through interaction with more knowledgeable others who can guide and support them, through scaffolding. Therefore, the assistance provided by the teachers to their students lies at the heart of learning and the act of teaching. In this study, I took the role of a more knowledgeable other to develop my participants' understanding and knowledge of the CLT approach. As stated by Aldabbus (2008), Orafi (2008) and Shihiba (2011), EFL Libyan teachers need support to understand how to organise group work and support their students to participate effectively.

This corresponds to the objective of the study which aims to develop the understanding and knowledge of EFL Libyan teachers to apply CLT approach and encourage their students to practise communicative language. That may help students become more independent by working in pairs or groups to develop their knowledge and skills when learning English.

3.3. Communicative language teaching approach (CLT)

According to Hedge (2000) the Communicative Language Teaching Approach (CLT) was introduced in the early 1970s as a result of the work of the Council of Europe experts, in response to the lack of success with traditional language teaching methods such as the audio-lingual method (A-LM) and Grammar translation method (GTM). Richards (2005, p.1) definesCLT as “a set of principles about the goals of language teaching, how learners can learn a language, the kind of class room activities that best facilitate learning, and the roles of teachers and learners in the class room”. CLT is an approach rather than a method which concentrates on developing learners’ communicative ability through collaborative activities in the TL by using authentic texts, and integrating personal experiences into language lessons (Nunan, 1991).

Thus, CLT is an approach to teach language that focuses on interaction as both the means and the ultimate aim of study. Savignon (2008) stated that the main theoretical idea in the CLT is communicative competence, derived from Hymes’ (1972) development of the theme of “competence” from Chomsky in the 1960s. This term was introduced into

discussion of language use and second language learning in the early 1970s (Habermas, 1970, Jakobovist, 1970, Hymes, 1972 and Savignon, 1971). Rivers (1973) and the educators who work with second language teaching in the United States tend to give a definition for communicative competence as simply linguistic interaction in the TL: as "the ability to function in a truly communicative setting; that is, in a spontaneous transaction involving one or more other persons" (Savignon, 1983:p.12). CLT is built on how the learners use the language. For example, the difference between CLT and GTM and A-LM is that it focuses on the process of interaction rather than focusing on language forms. In the CLT approach, the main emphasis is on fluency (Larsen-Freeman, 2000) and errors of form can be seen as a natural result of the improvement of learners' communication ability. Second language learners being taught through CLT learn the TL through interaction with each other, their instructor and authentic texts (Nunan 1991). The main aim within the CLT approach is to help the learners to gain the ability to use the language in an appropriate way according to a particular situation. Language learners utilize the CLT through the use of the language both in class and outside class in real life situations such as asking for directions or shopping (Ibid, 1991).

The term CLT is used in different ways in the literature. For the purpose of my thesis, I am influenced by the work of Vygotsky and the SCT regarding collaborative learning and the role teachers play to facilitate the interaction process between all students in the classroom, and also between these students and the textbook to construct their knowledge. Richardson (1997) supports this idea about collaborative learning and the role teacher can play to facilitate students' interaction and says that "individuals create their own new understandings, based upon the interaction of what they already know and believe, and the phenomena or ideas with which they come into contact" (p.3). Nielsen & Fitzgerald (2010) argue that CLT focuses on the role of the teacher who works as a facilitator, rather than an instructor and encourages the learners to be participants rather than receptive. Subsequently, in schools where teachers apply CLT, there has been a general shift towards using strategies in which learners become more actively involved, such as role play and pair or group work activities. This corresponds to the aims of the Libyan updated curriculum in which collaborative learning is encouraged through pair and group work.

According to Vygotsky (1978) and Wells (2000), language cannot be taught in isolation, because when the students engage in activities they construct their own knowledge based upon their background knowledge and understanding. Gokhale (1995) stated that learners are able to achieve higher levels of learning, and create their own understanding, when they collaborate in a group rather than individually. Mitchell (1988) argues that EFL

teachers, who believe in the importance of implementing CLT with their students, choose classroom activities to be more effective for their learners to develop their communicative skills in the TL. She says CLT teachers prefer to use oral activities as opposed to grammar drills or writing and reading activities, because these activities include active conversation and responses from the learners. CLT teachers may choose different activities based on the level of their learners and also the level of the language they use in the class, because these activities enhance learners' fluency, collaboration and comfort in using the TL (Ibid, 1988).

3.4. The components of classroom interaction

3.4.1. Collaborative learning

According to Dillenbourg (1999), collaborative learning can take place in the classroom when two or more students interact with each other or with the teacher to learn something. This process of learning involves the students working in pairs or groups to negotiate meaning, solve problems or search for understanding (Ibid, 1999). Chiu (2000) conducted his research in Hong Kong schools, where single-sex schools were common. He found that unlike individual learning, students engaged in collaborative learning benefitted from one another's skills and knowledge which might deepen their understanding. That aligns with Vygotsky's (1978) perspective and SCT about learning the language which are relevant to my study. Both theories contend that learning is advanced by the social construction of knowledge by learning and practising with others. That illustrates the importance of developing EFL Libyan teachers' knowledge to teach communicatively.

Macaro (1997) claims that educators are interested in how to support their learners to control their learning through a greater awareness of the educational learning process itself. He finds that one of the contexts that help to empower the learners and achieve their learning is through collaborative learning. He defines collaborative learning as the process "… when learners are encouraged to achieve common learning goals by working together rather than with the teacher and when they demonstrate that they value and respect each other's language input. Then the teacher's role becomes one facilitating these goals" (1997:p.134).

Collaborative learning has its roots in the ZPD (Lin, 2015). The students typically are requested to do tasks in the class which they can or cannot do by themselves. Between the ability to accomplish these tasks is the ZPD in which the students can be guided and

supported by their teacher or more knowledgeable ones in the group. The challenge for EFL Libyan teachers is how to encourage their students to work collaboratively. The socio-cultural plays an important role in determining the collaborative work in the contexts where the culture has a strong effect. The key assumption in the SCT is that human activities occur in cultural contexts. This point is very important in the Libyan context as the culture and beliefs have a strong influence concerning the CLT approach in the Libyan classes. For example, teachers need to consider the challenges of putting males and female students in the same group to do some collaborative activities. As a solution, they might put each gender in a separate group so that group work is not challenging the Libyan culture norm.

Vygotsky's (1978) notions regarding scaffolding and ZPD might be the solution for implementing collaborative work in the Libyan classes, but teachers need to understand how this can be achieved. Gilles (2007) argues that putting the students in groups and asking them to work together will not necessarily enhance cooperative learning. Teachers need to monitor the students closely and support them. In other words, for the collaborative learning opportunities to be effective, students will need to be guided to achieve the group goal by helping them to develop skills such as communication skills, build self- esteem and enable problem solving.

Smith and MacGregor (1992) state that learning occurs more effectively through students' interaction with each other or with their teacher than if the students were to learn independently. Students are able to learn more through the materials by engaging in a discussion together and making sure all group members understand. In the Libyan secondary schools, the textbook is the only means of learning English. As mentioned earlier, this textbook is designed based on pair and group work activities and the students are expected to work collaboratively to achieve successful outcomes of these activities. Thus, the role of the EFL Libyan teachers is to work as a facilitator or guide to help the students in their learning. Although the Libyan updated textbook recommends the teachers scaffold their students to lead the class, there are a number of issues in English classrooms regarding pair or group work in Libyan classroom which need to be investigated. In this research, I was trying to understand more about the challenges and approaches to develop EFL Libyan teachers' understanding and knowledge to overcome challenges that hinder them in creating an interactive environment in the class.

3.4.2. Negotiation of meaning

According to Kumpulainen and Wray (2002), interaction between the students and with their teacher is considered one of the major principles of education. In learning and teaching English, teachers should provide their students the opportunity to have autonomy to practise the language among themselves (Fahim and Seidi, 2013). Through interaction, second language learners are more likely to improve levels of comprehension of the new input. When learners are provided with opportunities to be involved in real interaction, their natural skills for language acquisition will be used, such as a short period of listening, negotiating for meaning and modifying output and this will allow them to learn to use the language (DeKeyser, 2007).

According to Fahim and Seidi (2013), language is very important because it facilitates interaction among people. People can build their knowledge about the world around them by communicating with others. In SCT, language both functions as a psychological tool and communicative tool, both of which play an important role in mediating meaning between the learner and the linguistic aim and therefore it supports the cognitive development process (Ibid, 2013).

Cook (2015) states that one of the effective techniques in classroom interaction is negotiation. Yu (2008) argues that negotiation plays an important role in classroom interaction. He argues that some researchers present two kinds of negotiated form in classroom interaction: face to face peer negotiation in which a student can interact with his/her colleague in the class and corrective feedback negotiation provided by the teacher to one learner or the whole class. He identifies another kind of negotiation which includes self-negotiation in which the student can read a text silently and then analyse and interpret it. Self-negotiation can provide opportunities for learners to receive comprehensible input. In this process, learners can interact with written materials to foster their comprehension and therefore they can communicate with others (Ibid, 2008).

Foster and Ohta (2005) observed learners during an interactive classroom task to investigate the importance of classroom language negotiation of meaning from SCT perspectives. The result showed that, when the L2 learners are provided with more opportunities to negotiate their problems in comprehension, more success was obtained. Through pair or group negotiation, the learners in interactive situations were able to learn

more L2 vocabulary. According to Ellis et al. (2001), negotiation can occur when the learners face some linguistic problem which needs explicit resolution by the teacher, so the learners can obtain comprehensible input through interactional adjustments by the teacher such as negotiating meaning and modifying output. Rahimian (2013) argues that, in the classroom, the learners' input is modified through the process of meaning negotiation, which might not lead to their immediate understanding of meaning, but it allows them to control the form. In this case, the students might understand the sentence structure of a specific grammar rule. He proposes that an effective way to help L2 learners to focus on form is to engage them in negotiation of meaning, so more progress will be obtained through learning to use the TL effectively.

In this regard, teachers can encourage their students to start negotiations with each other by creating learning opportunities to motivate and increase students' interest to communicate with each other, and potentially obtain linguistic knowledge and communication skills through the interaction (Zhao &Bitchener, 2007). Thus, teachers could organise some patterns of classroom interaction such as pair and group work activities, as well as full-class interaction where teachers initiate and students answer. These patterns of classroom interaction help the learners to be more active and practise the TL (Hanum, 2017). In the Libyan context, the question is whether EFL Libyan students are able to negotiate the meaning themselves if they are asked to do so and furthermore, whether teachers have the skills or the confidence to set up these learning opportunities.

3.4.3. Co-construction of knowledge through interaction

Interactional skill comes from the knowledge of language that is jointly co-created by learners while they are interacting with each other. The learners are encouraged to take responsibility to construct effective and appropriate interaction for a given social context. Meaning is negotiated through face-to-face, pair or group interaction and is jointly co-constructed in a locally bound social context (Yu, 2008).The Libyan context is restricted by some beliefs that come from the Libyan culture and the Islamic rules in which males and females learners do not prefer to work in the same group (Orafi, 2008). From this point, it is important to think deeply about how to train Libyan teachers to manage the collaborative work in mixed-gender classes by taking into account the culture and the Islamic rules.

Co-construction is an interactive process which can be defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or

other culturally-related meaning reality" (Jacoby & Ochs 1995:p.171). It is a social activity which involves two or more learners participating together to construct and retain shared meaning, which can lead the learners to a higher quality of learning. The role of this interaction between the learners in the language classroom contributes to language development by providing opportunities for the learners to practise the TL.

Although the term co-construction refers to interaction or cooperative learning, Jacoby and Ochs (1995) point out that co-construction is not necessarily supportive interaction: it is just as much co-constructed as a conversation. Sonnenmeier (1993) argues that, co-construction occurs in the class if there is a highly interactive process where the teacher is able to provide meaningful activities, such as asking the learners to participate in debates which help the learners to improve their communication skills and enable them to co-construct understanding. In this case, the teacher and the students will cooperate effectively towards the learning. Given this theoretical underpinning, the main and important role for the teachers is to promote active interaction (Ibid, 1993). From the discussion above, co-construction might be effective in the Libyan classes, because it can assist learners to communicate with each other to solve problems, rather than sitting passively as receivers of the teachers' discourse.

3.4.4. Interaction hypothesis (IH)

Interaction hypothesis theory was introduced first by Long in (1983). This theory emphasises the importance of comprehensible input and also modifications to the interactional structure and considers it very important for second language learners' acquisition. Long (1996) concentrated on the role of collaboration between the learners and their teacher in an attempt to modify the new input to the level of learners' competence. He adds that this collaboration increases the opportunities of comprehension, because the learners can negotiate the meaning of the new input and facilitate the learning process. This means that the comprehensible input that students receive after negotiating communication difficulties helps them to overcome grammatical problems and thus facilitates their language acquisition.

Long (1996) stated that language input that is created when the learners interact with each other can also be facilitating in demonstrating linguistic forms that learners find difficult to understand. Ellis (1999) argues that the modified input that is obtained when the learners talk with others facilitates their comprehension. Such input helps the learners to acquire

grammar and vocabulary, which in turn, makes exposure to additional input more comprehensible. Gass and Selinker (2001) highlight the importance of interaction in second language acquisition, saying that if the learners received only pre-modified input without giving them the chance to interact, development would not be accrued. Classroom teaching should therefore be treated as interaction.

Ellis (1999) stated that teachers can work as a facilitator in communication because that will help the second language learners to connect their input, internal capacities and also output in production. According to Gass&Selinker (2001) comprehensible input refers to the spoken and written input which is comprehended by the language learners through their interaction with others. Comprehensible input can be obtained through negotiation of meaning or through discussion in the class. Swain (2000) defines comprehensible output as the end product of learning process. It should be noted that the majority of the studies above were conducted with learners who were interacting with native speakers, who modified their input to make it more comprehensible to the non-native speaker learners. The school classroom is a very different context and teachers have to find ways of ensuring that learners hear comprehensible input and can then use it to produce output in the language. In the Libyan context, the teachers need to facilitate the students' learning process through encouraging them to participate in the class, using the TL as much as possible and asking a large number of questions to encourage the learners to interact to support acquisition (Johnson 2008).

To conclude, according to Mackay (1999), in the IH learners can understand and obtain the new information through interacting with others. Interaction gives them more opportunities to receive additional input and produce output from it. Ellis (1999) argues that through the interaction, second language learners can attain better levels of understanding of the TL. Watanabe and Swain (2007) in support argue that interaction promotes cognitive development and comprehension.

3.5. Use of mother tongue (MT) within communicative approach

There have been ongoing debates about whether to use the L1 of the students in the EFL classes which have attracted research and interest (Brooks-Lewis, 2009). Brown (2007) stated that the argument over whether students' L1 should be included or excluded has been a contentious issue for a long time, but as of yet the research findings have not been completely persuasive either way. In academic circles, the interest has moved from the

focus on the use of the students' mother tongue to support teaching and learning of the TL to the focus on how teachers can use students' MT to maximize learning in the TL (Butzkamm 2003; Brooks-Lewis, 2009).

According to Elizabeth (2010), advocates of the direct method (DM) believe that using L1 in EFL classes might prevent students from learning the TL. Direct methodology depends on "teaching English directly through English medium. In this method, MT is not used at all" (p.54). Butzkamm (2003) argued that the DM encourages EFL learners to use the language by providing a direct contact with the TL in meaningful situations, because the learners are not allowed to use their L1.

Maxom (2009) agrees that the monolingual approach proposes that the TL ought to be the only method of communication. The use of students' L1 will reduce the use of the TL and the teacher will not be able to understand if the students are able to use the TL or not.

Tang (2002) believes that students have the ability to learn the TL in the same way that they learned the L1, and that TL is best learned through massive amounts of exposure to the language with limited time spent using L1. This may be difficult in a school classroom with a limited amount of time, as is the case in Libya. Cameron's (2001) view is different as he concentrates on the strong effect of the first language on second or foreign language learning, because children already have the experience of obtaining their L1 and are more cognitively mature, so their L1 will affect their learning of the L2. (2001).

Proponents of the use of LI such as Swain and Lapkin (2000), argue that students' use of the L1 helps them to develop certain strategies to achieve tasks in the TL and to work through complex problems more efficiently than they might be able to do through the L2. They add that EFL teachers find that the use of mother tongue in EFL classes provides more time for the learners to practise the TL, because understanding can be achieved much more rapidly. Teachers use L1 for clarification purposes, for example, the teachers use the L1 to give the students a quick and accurate translation of some words that might take time to be explained in the TL and even then there might be no guarantee that the explanation has been understood correctly. Monsor (2017) argues that the use of Arabic in Libyan classes is considered as an aid for students to grasp the meaning of the language. Using L1 can be an important tool for supporting the learning of the TL. For example, the students can use L1 to scaffold each other's language by clarifying the requested task to each other. Also, it can be used by the teacher to clarify new vocabulary or explain difficult grammar.

Cook (2001) supports scaffolding learning by using the L1 to facilitate communication between the learners and enable the learning of the TL. He argues that the use of mother tongue is a normal psycholinguistic process that facilitates L2 production and helps the students to start and maintain verbal interaction. He adds that "bringing the L1 back from exile may lead not only to the improvement of existing teaching methods but also to innovations in methodology" (p. 189). For him, the important reason for using the L1 with the learners is to save a lot of time and confusion. Tang (2002) considered the students' level of understanding the TL and said that when some teachers are trying to communicate ideas in L2, the students still appear to be confused. He claimed that using students' L1 might provide a "supportive and facilitating role in the classroom" but that the teachers should not use it as the primary language in the class to communicate with the students.

Nonetheless, it is important for teachers to use the TL in the class as much as possible, especially in contexts where learners spend only a short time in class, and have little contact with the TL outside the classroom, as is the case in Libya. Teachers need only to make a quick change from the TL to the L1 to make sure whether learners understand their instructions or some difficult unknown words (Turnbull, 2001).

Miles (2004) conducted research in some Japanese schools to investigate the effect of L1 use in the English classroom. The findings showed that L1 has a facilitating role to play in the classroom and can help L2 learning. Tantani (2012) stated that, in EFL Libyan classes, both teachers and students use Arabic language for a number of reasons. Firstly, as it is their L1 and they prefer to use it to communicate easily. Secondly, some EFL Libyan teachers are forced to use Arabic, because the level for some Libyan students is perceived as not quite good enough to speak English, so Arabic is used when they want to ask the teacher to explain something. Finally, some EFL Libyan teachers might not have the confidence to use English all the time in the class or they prefer to use Arabic in teaching grammar, because the students will pay more attention to the teacher and they will understand more effectively.

Orafi (2008) found that EFL Libyan teachers used the first language in the class to help their learners to recognise the differences and similarities between linguistic structures and cultures, and argued that that might help the learners to improve the accuracy of translation. Moreover, finding cognates and similarities between languages might help the learners to build up a connection between first and second language knowledge in the students' minds. For example, some English idioms and expressions are difficult for the second language learners as English is not their L1 to understand such as, for example,

"Sitting duck". In Arabic, it means **the duck is sitting on.....,** and it is unlikely that the students will ever understand the meaning, unless the teacher explains it by using his/her L1.

Building on this argument for using the L1 in English classes and from the discussion above, judiciously using the L1 in the Libyan context might be helpful for the learners to develop within their ZPD. That can be seen during students' work in pairs or as group, using the L1 intermittently with the TL, as a tool to help their cognitive processing at a higher level with regard to linguistic tasks. That may be more helpful as a first step for the student than communicating in the language they are trying to learn if they do not have enough knowledge about how to do so in the TL (Vygotsky, 1978).

3.6. Teacher's talk

Teacher talk "is the term used to describe the variety of language used by teachers when addressing learners" (Thornbury, 2006: p.225). Teacher talk has been considered one of the most important features of EFL teachers' TL use in the classroom to explain lessons and transmit information to their students. Teacher talk is important for the learners to be able to undertake and complete activities and thus, the students pay attention to the teacher's instructions and comments. It is also one of the major ways of mastering students' behaviour, so teachers are advised to use it carefully (Davies, 2011).

An important issue is whether the amount of teacher talk affects second language learning. Allwright and Bailey (2004) stated that if teachers devote large amounts of time to explanations or instructions, students' talk will be restricted to practising new information for better understanding and effective learning. On the other hand, if the teacher reduces his/her talk especially with low level students, without assistance provided by the teacher's talk, those students may not be able to achieve the task and develop their language proficiency. That supports the Vygotskyan notion (1978) about the assistance the teacher provides to the learners during the collaborative work which facilitates the learning process.

Lei (2009) reported that interest in teacher talk in the class has paid more attention to the quality more than quantity. Good teacher talk does not mean "much or little", it should be judged by how effectively it is able to support the learners and facilitate their learning so that they are able to interact in the classroom. Xiao-Yan (2006) stated that the American psychologist Wong-Fillmore observed language classrooms for three years. Her findings revealed that success in second language learning happened in teacher-dominated classes.

In contrast, little second language learning occurred in the classes in which the learners were given the opportunity to interact with each other without much teacher input. She emphasized the quality of input that learners received. In successful classes the teachers worked as the main source of input, so the learners could receive input judged to be appropriate. However, in student-centred classrooms, the learners did not receive as much teacher's input and they preferred to use their L1 when talking to each other. Her findings indicate that teachers should not decrease their talk unless students have high-level language proficiency or there are enough students who want to communicate with each other in the class (Ibid, 2006).

3.7. Dialogic teaching

Alexander (2000) argues that in a dialogic classroom, the teacher works as a facilitator by using the power of talk to encourage learners to interact with the teacher and with each other. The teacher asks questions to extend students' thinking and advance their learning. Applying dialogic teaching in Libyan classes can help teachers and students interact together leading to develop students' learning. I am going to discuss dialogic teaching and that this section will draw heavily on the work of Alexander who developed the concept of dialogic teaching after conducting studies to identify effective practices in the classroom. Alexander (2001) conducted a comparative, cross- cultural research study in five countries (USA, India, England, France and Russia) to investigate dialogic approaches to teaching. He observed carefully some primary school classes and found that teachers organised the interactive process of teaching and learning in the class in some different ways, but the factor that all teachers shared was that they talked more than their students.

According to Alexander (2001) dialogic teaching is a useful concept which helps us to concentrate more specifically on the teachers' role in the classroom talk. Dialogic teaching is characterised by important contributions by both teachers and their students which support active participation in extended dialogues which allow the students to use the language, reflect upon it and modify their own understanding. He states that dialogic teaching can be used to improve the quality of classroom talk as a means of increasing students' participation, learning, and attainment, particularly those from disadvantaged backgrounds.

Dialogic teaching is indicated by certain features of classroom interaction. These are the most important indicator of dialogic teaching: **A**; Questions are structured so as to provoke

thoughtful answers […].**B**; Answers provoke further questions and are seen as the building blocks of dialogue rather than its terminal point. **C**; Individual teacher-pupil and pupil-pupil exchanges are chained into coherent lines of enquiry rather than left stranded and disconnected (Alexander, 2004: p. 32).

Alexander (2004) defines dialogic teaching as: "Talk in learning is not a one-way linear communication but a reciprocal process in which ideas are bounced back and forth and on that basis take children's thinking forward" (p:48). The term "dialogic" uses to express the authentically reciprocal process of communication between teacher and students in which ideas are developed cumulatively over continuous sequences of interactions (Alexander, 2008). Lyle (2008) suggests that talk in the classroom is not effective unless the students play an active role in their learning through collaborative talk between students and their teacher. It can be argued that any argument of dialogic approaches to learning and teaching such as teachers' talk are rooted in the ideas of Vygotsky (Lyle, 2008). Vygotsky (1978) concentrates the importance of talk between people to build their knowledge about the world around them. He considered language as an important means behind cognitive development and believed that social, cultural and historical contexts could play a significant role in learning. He was interested in the relationships between children and others such as their peers, families and teachers, arguing that children could learn with some help better than on their own. This links back to the idea of scaffolding which is defined by Ellis (2003) as "the dialogic process by which one speaker assists another in performing a function that he or she cannot perform alone" (p. 180).

Alexander (2004) believes that, in classes where dialogic teaching takes place, where the interaction lies at the core of learning, teachers might use the power of talk to encourage and extend students' thinking and advance their learning and understanding. For example, teachers ask questions to elicit answers for the questions and also to encourage the students to contribute to the dialogic process of teaching and learning. Smith (2005) supports this notion and suggests that dialogic teaching assists the teacher to identify students' needs and assess their progress in learning the language. He adds that teachers can be encouraged to reflect on their classroom practice to investigate learners' understanding and beliefs. It also helps teachers to model reflective practice; and to apply their own ideas and practice in the classroom.

Swennen and van der Klink (2009) state that teachers adapt different ways of teaching in terms of their actions and behaviours in the class and the effects of these on their students, such as; selecting learning activities, asking questions, giving chances for the students to

practise their learning and providing them with feedback. Nystrand (1997) encourages teachers to apply dialogic teaching with their students to develop their students' knowledge and transform understanding through students' reflection and participation in dialogue. His suggestions seem to accord with Mercer & Littleton (2007) who show the powerful learning results of skilfully used dialogic teaching in the class. According to them, this approach is known as classroom teaching where teachers and learners both make considerable and important contributions through which learners' thinking on specific ideas and/or themes is moved forward. Teachers' talk is therefore considered one of the most important ways that teachers use to interact with their students and enable information to be provided, and it is also the way in which teachers can control students' behaviour and coach the class to obtain gradual progress in their learning. As a result, students should pay more attention to teachers' talk not only in English classes, but also in all classes (Allwright& Bailey, 2004).

Alexander (2004) reports that dialogic teaching refers to classroom pedagogy in which both teachers and students make significant contributions to classroom discussion, asking questions and working through problem-solving activities through which students' thinking on a given idea or theme is helped to move forward. The situation in the Libyan EFL classes is different, as stated by Aldabbus (2008) and Elabbar (2011) who found that most EFL Libyan teachers were loyal to the GTM of teaching where the main focus is on individual learning rather than dialogic interaction, which is seen as central in building knowledge of language. In these teachers' classes, students were not given any opportunity for dialogue either with the teacher or through pair or group work or role play. As mentioned earlier in chapter one, the main purpose of teaching English in Libya is to help the students to pass the exam and move to the next stage of their education.

My experience as a teacher accords with Latiwish (2003), Aldabbus (2008) and Elabbar (2011). EFL Libyan students are used to passively receiving information from their teachers and preparing for the exams by memorising information rather than experiencing an interactive learning method. It can be said that EFL Libyan classes are mostly characterised as teacher-centred classrooms. Alexander (2006) considers dialogic teaching as a good technique which can be used by the teachers to increase students' discussion and engagement at a deep level, thus raising the quality of classroom interaction. Students can develop cognition in terms of language learning and information processing. When the teacher involves them in ongoing talk this provides the learners with the chance to contribute to classroom dialogue that might help them to acquire, construct and practise

new ways of using the language. That means that the role of teachers is to encourage their students to work together, listen to each other and build on their own knowledge to improve their thinking and reach common understandings. Mercer (2003) supports this view and says that all the learners need "involvement in thoughtful reasoned dialogue which should become a part of their oral repertoire" (p.76).

Alexander (2006) suggests that dialogic teaching might develop a range of skills by encouraging learners to engage in effective dialogic talk in the classroom in which the teacher uses the language to stimulate and extend learners' thinking and advance their learning and understanding to achieve the best educational results. He states that in EFL classes, teachers' talk can increase learners' linguistic competence and communicative skills if they participate in the lesson. Moreover, dialogic teaching helps teachers and learners work together and share and build on the information in sustained talk. There is no doubt that the talk teachers use in the classroom has an important effect on the development of thinking through the interaction between a learner and more knowledgeable (Vygotsky, 1978). Dialogic teaching has the potential to help the learners to acquire knowledge through communicative interactions. It can promote students' creative thinking by asking questions and providing feedback (Mercer, 2003). Aldabbus (2008) states that, although dialogic teaching can help the learners to construct knowledge of the language, EFL Libyan teachers are still adherent to GTM. He argues that using dialogic teaching in the Libyan context will improve the quality of classroom interaction. Rojas-Drummond and Mercer (2004) state that teachers need to be dialogic and use helpful language techniques, such as eliciting, scaffolding and modelling in the class which might help the learners to practise the language they are using to reflect, ask, reason, and to demonstrate their thinking to the others.

Regarding what the teachers actually do in classroom interaction, Alexander, (2004) suggests initiating dialogic teaching using some steps as explained below:

The first step; the teacher gives a opportunity for the students to ask questions, mention their points of view and gives them some time to comment on ideas and issues which have been demonstrated in lessons. The second step; the teacher encourages discussions with his/her students in the class which might support the development of students' understanding of the lesson. The third step; the teacher pays attention to students' contributions in developing the subject of the lesson and in creating some activities which might help students to understand through talk and other activities. The final step; the

teacher utilizes his/her talk to give a cumulative, continuing, contextual frame to help students' engagement with the new knowledge they are encountering in the class.

The teachers use dialogic talk while they are giving demonstrations in the class to support their students to understand the lesson and in having students realise that their ideas are valued. In this kind of teaching the learners are actively engaged and empowered to influence the development of the classroom discussion.

Alexander (2008) proposes a set of principles that teachers need to follow in dialogic teaching. Dialogue in classroom must be: **(A)** collective: teachers and their students address learning tasks together. All the learners should participate in classroom communication whether as a group or class such as asking questions and giving some suggestions; **(B)** reciprocal: in the class, teachers and their students listen to each other carefully, share their thoughts and ideas together and consider alternative viewpoints; **(C)** supportive: students express their ideas freely in the class, without hesitating or fearing making mistakes and participate together to reach general understanding. At this time, the teacher's role is to pay attention to the language of students' talk and the questions they might use to encourage them to interact in the class.; **(D)** cumulative: teachers and students build on their own knowledge through steps with each other and connect this knowledge to meet students' needs and enquiries; **(E)** purposeful: teachers arrange their plan to utilise their talk to achieve the specific educational goal in view.

Research carried out by Nystrand (1997), Nassaji and Wells (2000) into dialogic pedagogy show that teachers can benefit from using their talk in classrooms and utilise it in a beneficial pedagogic manner to encourage their students to expand their abilities to think and develop their skills to learn and understand in group or individual work. The term dialogic pedagogy that I used is not different from dialogic teaching as it means that teachers and students interact together to acquire knowledge through communicative interactions (Matusov and Miyazaki, 2014). Research conducted on classroom talk by Hall and Verplaetse (2000) reveals that teachers use Alexander's categories to promote and increase students' talk, building on their knowledge and giving them the chance to contribute to what is being discussed in the class. For example, teachers can focus on a topic that is interesting and of relevance to students which might encourage and help them to interact with each other to achieve the task. The teacher instigates classroom interaction by asking students some questions and nominating a student to answer his/her question and gives the feedback for this student and the whole class to respond to. In this case, teachers

can encourage students to interact through their talk in classrooms and do not dominate the class through the use of whole-class interactive teaching (Tsui, 1995).

Research conducted by UNESCO (2002) and Orafi (2008) on EFL Libyan classes revealed that Libyan learners are not given the opportunities for collaborative work and interacting with each other in English to attempt meaningful communication in the classroom. My experience accords with Aldabbus (2008) and Orafi (2008); EFL Libyan teachers are loyal to second language approaches where they depend on individualistic conceptions of learning while they ignore the relationship with the social context. Thus, I believe that EFL Libyan teachers would benefit from creating an appropriate environment where the students can work collaboratively, socialize with each other and support each other using the TL as a tool for communication. As mentioned by Alexander (2004) dialogic teaching is rooted in SCT, which is based on the premise that knowledge is built through interaction between people. Consequently, it might be one of the approaches that might help EFL Libyan teachers to encourage their learners to interact with each other using the target language.

3.8. Summary chapter

This chapter reviewed and evaluated some different theories of teaching and learning English such as behaviourism theory, socio-cultural theory, and constructivism theory and their implication of teaching English in the Libyan context. This chapter has highlighted the importance of communicative language teaching in developing students' communicative skills. It emphasises the role a teacher can play as a scaffolder to increase students' participation in the classroom such as encouraging them to negotiate the meaning to increase their comprehensible input through classroom communication. Finally, it showed how teachers can utilise their talk in the dialogic teaching to ask questions or providing feedback to their students which in turn helps them to use the TL. The following chapter discusses theories and models of teaching reading, teacher's questions and teachers' professional development.

Chapter Four: Literature review II:

Theories and models of teaching English & teachers' continuing development

4.1. Introduction

In this chapter, models and theories of reading will be reviewed, as interactive teaching of reading is the focus of the study. Teacher's questions will be investigated in more detail. Finally, I will discuss the influence of teachers' beliefs about teaching English and the professional development that might support and develop EFL Libyan teachers' communicative teaching skills.

The focus of this research is on teaching reading, so it is important to review theories and models of teaching. Hammerberg (2004) says that "the construction of meaning is an interactive process, more so than merely decoding the words, saying them aloud in your head, and assuming comprehension 'happens' when the words are heard" (p. 650). According to Latiwish (2003), EFL Libyan teachers lack the ability to encourage their learners to construct their knowledge through with the reading text. EFL Libyan teachers need to instruct their students in such a way that they are actively involved in the reading classes. For example, they need to help their students to deal with the written text by using some reading strategies. Theories and models of teaching reading that might help EFL Libyan students are presented in the next section to interact with text while they are reading.

4.2. Theories and models of reading

"Reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader" (Anderson, 2006:p.1). Reading is an interactive process rather than a receptive skill in which learners need to use certain strategies to construct meaning from the text. According to Barr et.al (2016), reading is a complex process in which the comprehension of the text is influenced by readers' experience, decoding skills and language backgrounds. Learners need to use different techniques to deal with different types of written texts, because readers cannot rely on using the same strategies with different types of written texts. Learning to read requires learning to make meaning from written text, and different

theoretical models make different assumptions about how readers can achieve that (Ibid, 2016).

4.2.1. Schema theory

Aaccording to Zhu (2005), schema theory is mainly used in the reading comprehension process and it has influences from genre study. Learners can construct meaning through their own prior knowledge when learning through reading a written text. These structures of knowledge are called schema. He argues that schema theories see the process of understanding a written text as an interactive process between the reader's background knowledge and the written text. Boxer and Cohen, 2004, p: 29) define schema as "a hypothetical mental structure for representing generic concepts stored in memory. It is a sort of framework, or plan, or script. Schemata are abstract and generic, associated with a varying degree of control over content, individual importance, and interactional involvement". The relation between schema theory and reading is that, written text does not give meaning itself without the information, emotion and knowledge that learners bring to the printed word. Comprehension can occur when the learners' schema and the text are close to each other. This is called content schema which refers to the familiarity of the subject matter of the written text (Brown, 2007).

My experience as a teacher accords with Latiwish (2003) is that during reading classes, EFL Libyan learners did not have enough vocabulary and also did not know how to use reading strategies to understand text in English. These difficulties impede learners' understanding of written texts, but most of them should be able to use their prior knowledge or background to obtain information that is implicit in the written text to help them to comprehend it, if they are always exposed to familiar texts.

Cohen (1998) mentions the importance of the three reading stages, pre-reading, while-reading and post-reading in any reading process. These stages of the reading process can help the learners practise reading strategies effectively. In the Libyan updated course book, these reading stages are advisable and the learners are expected to follow the three reading stages at each reading class. At the pre-reading stage, the teacher needs to warm up the students by asking them about the title to help them to combine their previous knowledge with the topic.

4.2.5. Interactive theory of reading

The interactive theory of reading provides several approaches to processing print and understanding text. It is based on a reader-centred approach, and allows for individual differences in readers' abilities to choose and use cue systems such as semantics, pragmatic, syntactic and graphophonic (phonics) symbols. "The reflective teacher using this theory recognizes and utilizes opportunities to constructively observe and analyze the cues readers use under different conditions. The interactional aspect of the theory implies that a relationship or action develops between and among reading and literacy variables: the reader, the text, and the instructional setting" (Balajthy&Lipa-Wade, 2003:p.3).

Tracey and Marrow (2017) argue that readers use their background knowledge and the knowledge of word structure to interpret the written text they read. For example, readers might use some reading strategies such as a bottom-up or top-down approach if they encounter an unknown word to decode it. They argue that readers use different techniques to decode the same unknown word by using deep structure systems like semantic knowledge, such as meaning and vocabulary. This indicates that readers process information in very different ways.

Tracey and Marrow (2006) argue that the interactive approach might be one approach which helps learners to become good readers, because the reading comprehension process uses both top-down and bottom-up at the same time depending on how students use their background and comprehension strategies to deal with written text. The interactive theory proposes that reading comprehension is the result of interaction between the text and the reader to create meaning as the reader's mental processes work together at different levels (Tracey and Marrow, 2006).

Barnett (1989) agrees that this interaction is when "the reader interacts with the text to create meaning as the reader's mental processes interact with each other at different levels to make the text meaningful"(p: 29). These theories and models of teaching reading might be effective if the EFL Libyan teachers encourage and facilitate students' interaction and participation in classroom activities either in pairs or groups to construct their knowledge from the written text. The interactive theory of reading assumes that the readers need to combines two types of processes: the top-down and the bottom-up approaches. In this theory both these approaches interact to give the reader a prediction about the text. The students then use some reading strategies such as the top-down model to build knowledge about the topic.

4.2.2. Bottom-up and Top-down Models

Reid (2004) states that there are two common models of the reading process, they are "bottom-up" (i.e., data-driven) and "top-down" (i.e. concept driven) models. The bottom-up approach is associated with a teaching methodology called phonics, which aims to help the readers to decode new written words and link them to phrases and sentences. This model suggests that, first the readers look at the form, such as the components of the letters and then move to the meaning. The top-down approach is associated with schema theory. In this model, the reader tries to absorb the meaning of the written text from the cues that are available. These cues include the context in which the written text is being read. This relates to the structure of the sentence (syntactic context) and the predictable meaning of the written text (semantic context) (Ibid, 2004). More information about both approaches is presented in appendix 4.

Anderson (1999) claims that many teachers and researchers believe that using interactive reading models will identify the importance of the usage of both the bottom-up and top-down processes. Alahirsh (2014) in his research to investigate the effectiveness of extensive reading on incidental vocabulary acquisition by EFL Libyan learners supports this idea and says that bottom-up and top-down models can be successfully integrated with each other during the reading process. Therefore, reading can be seen as an activity in which the top-down processes that use learner's prior knowledge and expectations are combined with bottom-up processes that are primarily text or data driven in an interactive way. For instance, while learners are skimming the written text they will rely on using the top-down process, because they do not want to translate every piece of information in the written text, so teachers have to consider the aim of reading and encourage learners to choose the appropriate reading strategies, depending on the task.

Libyan EFL students seem to face some difficulties when they are exposed to unfamiliar or complex text (Jahbel, 2019). In the Libyan updated textbook, there are some topics the students have little information about i.e. ***"Life on other planets"*** and ***"The sinking city***". Therefore, they largely depend on the bottom-up approach which provides them with the opportunity to read the text word by word and sentence by sentence. On the other hand, they tend to use top-down approaches with some topics that they have enough information about such as "***Our culture".***

4.3. Reciprocal teaching

Cohen (1998) argues that reciprocal teaching is an effective method that helps the students to become more active and responsible for their reading and to use meta-cognitive reading strategies (predicting, questioning, clarifying, and summarizing) over cognitive reading strategies to deal with the written text. More details will be given about meta-cognitive reading strategies at a later part of this chapter. Palincsar (1986) defines reciprocal teaching as "an instructional activity that takes place in the form of dialogue between teacher and students regarding segments of text" (p.14).

Yoosabai (2009) conducts research in a Thai high-school classroom to investigate the effects of reciprocal teaching on the students' English reading comprehension and meta-cognitive reading strategies. The data showed that reciprocal teaching significantly improved students' reading comprehension, especially when the students worked in groups. Palincsar (1986) believes the aim of using reciprocal teaching in the class is to facilitate a group effort between the teacher and his/her learners and also between the learners in the task to bringing meaning to the written text.

Padma (2008) states that the reciprocal teaching approach is a type of reading instruction that is based on the interactive model. In this method, teachers and students collaborate in the learning process and practise meta-cognitive reading strategies to construct the meaning of text. Without active meaning construction, learning does not take place. In the process of constructing the meaning, it is necessary for the teacher to scaffold the learning by providing hints, feedback and comments as needed, and then gradually the teacher's role is reduced over the time (Padma, 2008).

Theoretically, reciprocal teaching aligns closely to social constructivism theory and in particular, it is influenced by Vygotsky's zone of a proximal development (ZPD) (see 3.2.3). Hacker and Tenent (2002) report that reciprocal teaching is considered as an instructional procedure in which students work in groups to improve their reading comprehension skills as the teacher scaffolds and guides them to construct their own understandings of the text. They concluded a reciprocal teaching strategy is a scaffolded discussion technique in which the teacher provides some instruction to help the students to start group discussion to understand the text by using four main strategies, which will be discussed below.

4.3.1. Strategies of reciprocal teaching

Oczkus (2005) states that the flexibility of using the four strategies as the situation requires, is very important, because each one of them helps to build meaning from the written text and monitors learners' comprehension as they read. It also encourages students to think about their own thought processes during reading. He says the learners apply these four strategies by working in groups to help them to build meaning from the written text and also to monitor their reading to make sure that they understand what they have read. Once the students have mastered the strategies, then they can take the turn of the teacher in leading the conversation about the reading topic they read.

Oczkus, (2005) summarized the importance of reciprocal teaching strategies below:
Predicating needs the students to suppose what the author might discuss next in the written text. This is a good way for the students to connect new information they will encounter in the text with the information they already process. It also helps them to understand the structure of the written text.

Questioning helps students classify the kind of information important enough to structure the basis for a question. It is also a form of self-test. Creating questions about written text similarly relies on gist understanding and the function needed for summarizing, but with one additional demand: that the students monitor the gist to pick out the important information. To create questions, the student is required to re-process the information that s/he reads into question format. If the students cannot generate appropriate questions about the text that means comprehension has not occurred yet.

Clarifying allows the students to determine the difficulties in understanding the written text. It also helps the students to conclude whether to read only part of the text or to continue or to ask for help. In short, clarifying directs the students to look for parts of the text that are not clear and may be confusing. The student must ask the question such as; is there anything in the segment that I do not understand? In this case the student is required to re-read the written text again or ask for help.

Summarizing gives the students the opportunity to identify, rephrase and combine important information in the written text. It requires the student to recall and state the gist s/he has constructed. Therefore, a student who can summarize has activated back ground knowledge to combine information appearing in the written text, allocated attention to the important points, and evaluated the gist for consistency. Blacknell and Macfarlane (1999) states that the updated Libyan curriculum encourages these strategies. For example, in

“Predicating” the students make predictions from the title to help them focus on the theme of the text before reading it. In “Questioning”, the students are asked to read the text quickly either to get the main idea of the text or to answer some questions. “Clarifying”, helps the students to decide if they need to read all the text or just part of it to understand the gist of a text. In “Summarizing”, the students are asked to discuss in groups and then summarise the text to each other.

4.4. Reciprocal Questioning

Writing is the production of the written words that results in a text but this text must be read and comprehended in order for communication to take place. Donohu (2010) argues that readers need to interact effectively with a written text by using their background and linguistic knowledge and individual reading strategies in order to decode the written text. Successful readers use a wide range of strategies to interact with texts. They need to ask questions, determine the important parts of the text and infer the relevant information. This is the interactive nature of the interpretation process (Ibid, 2010).

Teachers use reciprocal questioning to encourage students to work more actively in reading and understanding informational written texts. In this instructional procedure, teachers divide the text into sentences or paragraphs, and students read a segment and ask each other questions about the text they have read (Ciardello, 1998). The students need to interact dynamically with the written text and try to get the meaning and understand the content of the text (Alyousef, 2005).

Tompkins et al (2014) report that reciprocal questioning teaches learners to select the main ideas, engage in meta-cognitive thought, and think critically while reading. The teacher encourages the students to make connections to the written text they are reading with their background and prior knowledge. They argued that this strategy requires the teacher to have strong questioning skills. At first, there is a verbal exchange between the teacher and the students. Finally, the students work independently in pairs or groups following the same questioning pattern. The students will be asked to take the role of a teacher and ask their teacher about the written text they have read. Both the teacher and students will read the written text silently, and then they should write some questions which they will ask each other. The teacher will ask some predication questions to make sure the students understand the text, and they can use the language effectively. The teacher facilitates the final discussion (Ibid, 2014).

In the Libyan textbook as I mentioned above, all the activities expect students to do them collaboratively, so reciprocal questioning might be helpful for the students to interact with each other and with the teachers to undertake these activities successfully.

Tompkins et al (2014) summarises the types of the questions that teachers and the students might ask during reciprocal questioning:

- Teacher and students ask questions about some words in the written text.
- Teacher and students ask some questions that are answered directly in the text.
- Teacher and students ask questions to find information not contained in the written text.

According to Tompkins et al (2014), this technique is important for the students because they read more purposefully to create questions and prepare answers to questions. The aim of using reciprocal questioning is to develop students' ability to ask and answer questions about what they have read and also deepen students' comprehension and critical thinking.

From the discussion above, it can be concluded that reciprocal teaching and questioning align with the new policy from the Ministry of Higher Education (MoE) in Libya. As a constructivist and socio-cultural approach to learning they sit comfortably with the updated Curriculum since the updated curriculum was designed to be taught in an interactive way as stated by Saleh (2002), Macfarlane (2000) and Orafi (2008). Figure 4.1 shows the steps of teacher's and students' questioning.

A Review of the Steps:

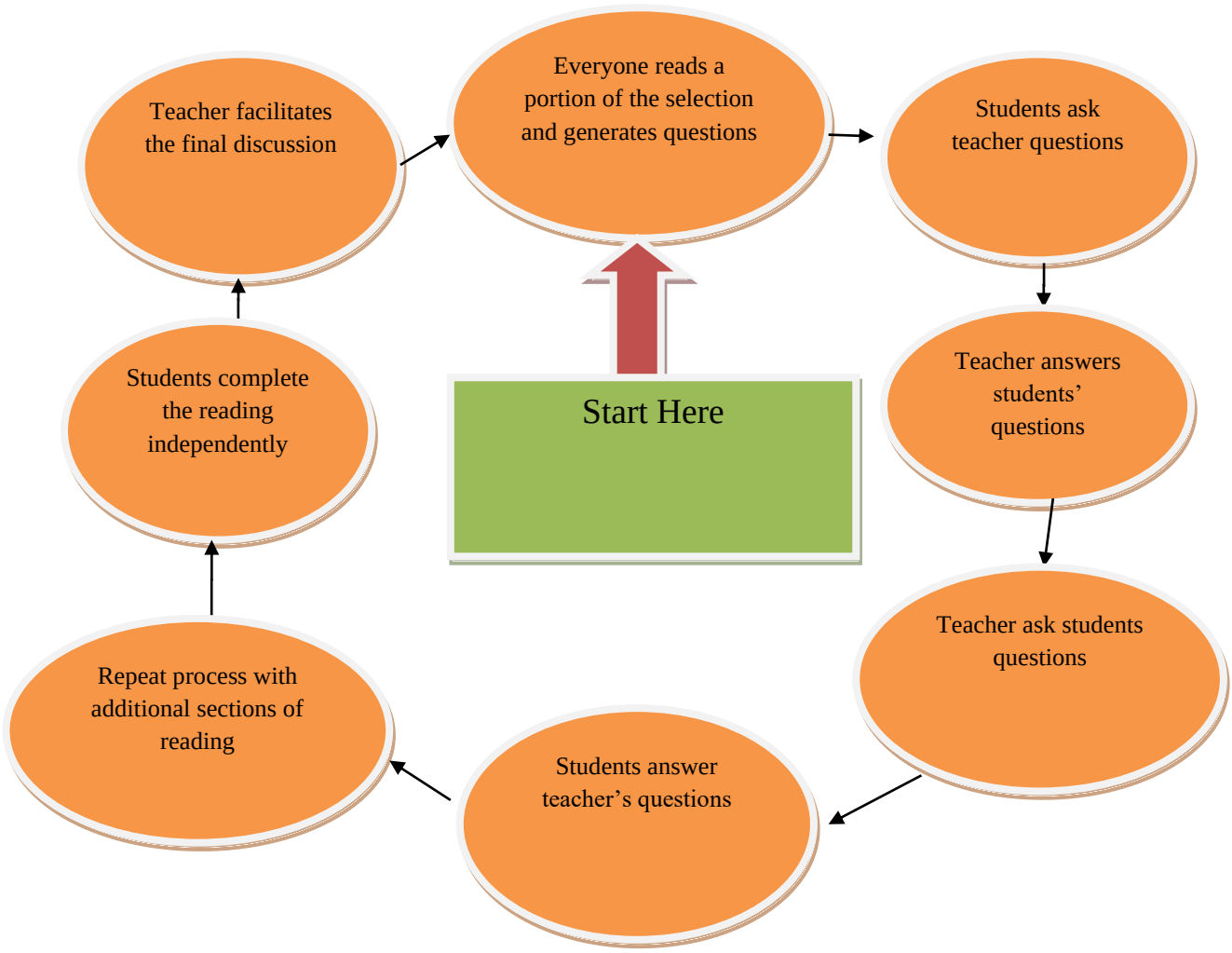

Figure: 4.1. Reciprocal questioning steps

In the teaching and learning process, teachers need to ask questions to encourage students to become actively involved in lessons. In the next section, I am going to discuss the teacher's questions in more detail.

4.5. Teacher's questions

Artzi, et al. (2008) state that questioning in students-teacher interactions in the class is considered one of the effective ways through which students can build on their prior knowledge. Fusco (2012) argues that teachers should be trained in selecting the type and the level of questioning and also how much time to provide for the students' response in the class, because that might have positive results for students regarding the quality of their contribution. He argues that teachers can encourage students through effective questioning to develop their skills, attitudes and knowledge in relation to the problem under

consideration. Moreover, teachers' questioning helps them to determine their students' progress and gauge the depth of their learning, as well as to stimulate their motivation.

In Libya the model has been for the teachers to deliver knowledge, which the learners learn by rote, rather than build understanding by asking them questions. This then demands that the teachers develop questioning techniques which would allow them to work with their learners in a more constructivist way.

As stated by Aldabus (2008) Libyan classes are dominated by teachers' talk and the students in his study sat silently in their desks listening to their teachers. In the Libyan classes, it is not common for the students to start any talk with their teachers unless they need to obtain permission or are asking questions for clarification. Orafi (2008) states that EFL Libyan teachers prefer not to allow their students to work in pairs or groups because that will create a lot of noise, in the opinion of many EFL teachers. Swain et al. (2002) argue that in line with a socio-cultural perspective, the value of students' participation in the class such as asking questions and doing group activities has increasingly been recognised in language learning. Meaningful learning interaction opportunities are available in the classes in which the students are not restricted to a responding role.

In the teacher dominated classrooms that Wong-Fillmore (1985) studied, there was still a lot of interaction and the teacher called on learners to participate, while the Libyan teacher dominated classroom cannot be considered the same. Wong-Fillmore's findings might be helpful in the Libyan classroom because Libyan teachers prefer to dominate the class if they can provide helpful input in their talk and also interact with groups as they work together. For example, they can facilitate their students' learning by asking them interactive questions which in turn might encourage students' participation. This shows the importance of this study to develop Libyan teachers' knowledge of the CLT approach.

According to Richards and Charles Lockhart (2000), questioning is one of the most important techniques that teachers use to control the classroom interaction. In some classrooms, teachers spend a large part of the class asking questions to attract their students' attention and increase their contribution to dialogue (Ibid, 2000). In most classes, the students seem to accept that their teachers need to ask them many questions to help them make connections to their ideas and topics they have already studied. Thus, teachers need to become aware of the type and the functions of the questions they use and what can be achieved through these questions in the classroom (Mercer &Littleton, 2007).

4.5.1. The types of teacher's questions

Walsh (2006) suggests that teachers use different types of questions according to their immediate purpose. He concentrates on the questions that might help teachers to achieve a particular point in the class. For example; in teaching reading teachers can use some questions to activate students' prior knowledge and obtain some ideas about the topic they are going to explore in the class. These interactive questions might lead their students to work harder with the language because they have to use it in the class to answer the question teachers asked.

There are many types of questions that teachers use as a means to assess their students' progress and check their understanding. Hall (2011) mentions closed and open questions that teachers use in the classroom. Closed questions are those which have only one correct and usually short answer, usually factual. These types of questions are useful in checking students' memory and recall of facts. However, teachers can also utilise this type of question to encourage the students to contribute ideas by inviting them to participate in guessing games such as "what is your partner is going to do after the class"?

Open questions are those with a range of possible answers, normally needing a longer, less limited response, usually reasoning questions. They promote higher order thinking skills, so that teachers can check students' understanding and knowledge, to assess students' ability to apply acquired knowledge and develop creativity. Hall (2011) encourages teachers to use open questioning rather than closed questions, because the latter do not encourage continuing interaction in the class and they are more restrictive than open questions.

The open and closed questions widely used in the classroom have also been classified as referential and display questions. Referential questions are open, those to which the teacher does not know the answer. These kind of questions need demonstration and judgment on the part of the "answerer". They lead the students to genuine participation in the class (Brown, 2014). This is consistent with Hall (2011) who states that referential questions encourage students to use complex language to seek and provide information. Teachers use this type of question to encourage the students to participate in the classroom activities and improve their learning, because they engender more responses from the students (Black and Harrison, 2001).

Display questions are closed, those questions for which the teacher knows the answer in advance. They are usually asked for comprehension, testing the student's knowledge or

understanding or seeking confirmation or clarification. Teachers use display questions to evaluate their students' understanding (Brown, 2014). In the SL classroom context, display questions are more common than referential questions, but this contrasts with the interaction outside the classroom, where referential questions characterize free conversation (Walsh, 2006; Hall, 2014).

Aldabbus (2008) in his research on EFL Libyan classes investigated the effect of questioning on classroom discourse. The data revealed that EFL Libyan teachers did not provide the opportunity to their students to participate in the class and tended to use display questions rather than referential questions because the latter require a good command of English. Also that data showed that the teachers wanted to prevent students from becoming frustrated and embarrassed and possibly the teachers themselves did not want to depart from a fixed repertoire of language. He reports that EFL Libyan teachers believe that closed questions suited their students according to their level of English. The findings of his study are consistent with findings of other studies in EFL classes such as (Shomoossi 2004) and (Abd-Kadir and Hardman 2007). In student-centred language classrooms, the situation is different; teachers ask more referential questions than display questions because the students are more active and participate in the class (Xiao-Yan, 2006). It is clear that the policy is advising teachers to teach in a more active participatory way and they have provided the text book which allows them to do so. However, the problem lies with teachers who do not know how to teach in a communicative way and that is where my study aims to make a valuable contribution.

As mentioned above, teachers use questioning techniques in the classroom to interact with their students to check their progress in language and knowledge. Pinter (2006) argues that classroom interaction refers to any interaction that occurs between the teachers and the students or between the students themselves. In both display and referential questions teachers give feedback on their students' responses. This kind of interaction has been mostly described as a three-part exchange sequence between the teacher and the students. It is known as the Initiation-Response-Feedback (IRF) pattern in which teacher asks questions, students answer these questions and teacher gives comments or evaluates the answer: this is known as IRF in British schools, while in American schools it is known as initiation, response and evaluation (IRE) (Sinclair and Coulthard, 1975). Alexander (2001) defines interaction as "an exchange containing a complex initiation-response-feedback/follow-up (IRF) sequence as described by Sinclair and Coulthard (1975) or a partial, initiation-response (IR) one" (p. 379).

Hall and Walsh (2002) claim that in this pattern of interaction, the students are expected to answer teacher's questions briefly while the teacher evaluates students' answers by using some phrase such as "That is right", "Good" or "No, that is not right". According to Ruby (2008) this type of interaction gives a high priority to traditional patterns of classroom interaction which are characterized by fixed patterns such as asking questions, instructing, correcting students' mistakes implicating the teacher's control over the topic and the students' participation in the class. One advantage of the IRF pattern is that teachers can check students' understanding by giving them immediate feedback on their answers (Candlin and Mercer, 2001). According to Aldabbus (2008) this pattern is used in the Libyan classes to check students' comprehension and encourage them to use the TL through the use of display questions.

The IRF approach to the exchange of information in the classroom has been criticized by Markee (2000, P.71), who claims that this "Speech exchange is characterized by unequal power relationships". The conversation is controlled by the teachers and the students are not given an opportunity to participate or take turns to present their ideas and thoughts without restrictions. Similarly, Hall and Walsh (2002) argue that the teacher is the only one who decides who will participate, when students can take turns, how much they can participate, and whether or not their contributions are worthy and appropriate. My opinion accords with the discussion above, as it appears that the IRF pattern corresponds with TCA in which teachers control and lead the class. This type might not foster interaction which the study aims to increase in EFL Libyan reading classes.

According to Walsh (2006), using suitable questioning techniques needs an understanding of the function of a question that teachers ask regarding what is being taught. Artzt, et al (2008) argue that teachers need to take into consideration their students' needs and cognitive demands of the questions as well as their students' ability to understand the questions, so they can decide how much time to allow their students to answer. When the students answer the teacher's question, s/he may need to modify the pace of teaching to accommodate the responses.

4.6. Teachers' beliefs

El-Okda (2005) argues that "Research recommendations and theories are no longer believed to be the sole or the main determinant of teacher behaviour in class" (p. 5). Rather, it has been recognised that language teachers' beliefs play a main role in affecting

what they do in the classroom. Therefore, it was important to investigate the impact of teachers' beliefs on teaching English interactively, which is at the core of the current research.

Spillane and Callahan (2000) and Smith and Desimone (2003) argue that it is incontrovertible that teachers are key to the success of curriculum reform. Burn, (2005) and Fullan (2007) argue that teachers' beliefs play an important role in determining the success of any educational reform. They add that teachers' beliefs about and understanding of any educational innovation are recognised as playing a crucial role in influencing whether reforms happen as planned and promote long-lasting change. It would be naive to expect teachers will accept educational reforms easily without any objections. Van Driel, Beijaard, &Verloop (2001) state that the failure for top-down educational reforms is attributed to the lack of congruence between teachers' practices and beliefs and the intentions of the reform planners. Donaghue (2003) mentions the essential role that teachers' beliefs can play in guiding teachers' practice and in accepting new approaches and proposed changes, because, as he stated, changes in teachers' practice have been considered an important prerequisite for development and change to occur.

Research has been conducted by Gahin (2001) in Egyptian schools where the EFL Egyptian teachers revealed positive beliefs about the curriculum, but the findings of the research showed something different; the majority of teachers' beliefs were inconsistent with their classroom practices. This inconsistency was attributed to some external factors such as: teachers and students' English language abilities, low pay and exam-based assessment. This correlates with Alshibany (2017) who claims that Libyan teachers have positive beliefs about using the target language (TL) to teach English and interact with their students, but due to factors such as large and mixed gender classes, students' English language levels and shortage of time for teaching, they prefer to use Arabic to save the time and make things clear to all students. Orafi (2008) his research studies, interview EFL Libyan teachers to investigate the influence of teachers' beliefs on the implementation of the updated Libyan curriculum. The data revealed that some of the teachers preferred not to give students opportunities to work in pair or groups, because they believed it was a waste of time.

The literature shows a growing recognition and understanding among researchers that teachers' beliefs can play a crucial role in building teachers' understandings of teaching and learning and their practices and experiences. Tsui (2003) suggests that teachers' beliefs and culture might affect their practice, knowledge and classroom actions such as the

approach they apply in the classroom. Latiwish (2003) and Elabbar (2011) state that Libyan teachers are affected by beliefs and the culture of learning in the traditional Libyan classroom. In the Libyan context, teachers have more control over students' participation and contributions in the classroom. The students need to follow their teachers without providing an opinion as to whether they are happy or not. Therefore, they are not encouraged to participate in conversations or discussions. This is due to the way in which parents raise their children. Orafi (2008) explains that the Libyan family encourages their children to listen attentively to adults. They cannot interrupt or discuss anything with them and have to respect their opinions. The Libyan culture assures the value of saving face over maintaining conversation. Even if someone disagrees with one's opinion, it is considered as impolite to show your disagreement overtly.

Alshibany (2017) in her research about Libyan teachers' beliefs about teaching English finds that EFL Libyan teachers find some difficulties in implementing communicative language teaching approach (CLT) in Libyan classes, because of those cultural problems. For instance, in Libyan English classes, the learners want to show respect and politeness to their teachers, so they prefer to avoid eye contact and look down when their teachers speak to them. However, behaving in this way in the class is not suitable in CLT, as eye contact is very important.

Mabrouk (1997) argues that, in Libyan classes, power distance between teachers and students can be a big barrier against the usage of interactive activities in classroom. In this kind of Libyan classroom, discussion and interaction are very limited and students are passive, avoiding giving opinions or participating. Power distance can affect Libyan classroom interaction, especially interactive activities that need the students to participate in discussions either in their groups or with the teacher as well. At Libyan schools teachers are likely to "control" students and the students have to follow the teachers, and this is assumed to have prevented free communication in class (Latiwish, 2003).

This situation can be found not just in Libyan EFL classes. For example, Sato (1994) investigated the impact of the power distance on EFL Japanese classes. He found that teachers are likely to control their students and students have to obey them. Japanese teachers do not allow their students to interrupt or ask them questions in the class. They do not value discussion, because they think that will waste time.

Another factor crucial to issues regarding the implementation of the updated Libyan curriculum is teachers' beliefs on mixed gender. Aldabbus (2008), Orafi (2008) and

Elabbar (2011) say that it is not accurate to say all EFL Libyan teachers do not have the skills that enable them to shift from grammar translation method “GTM” to the CLT approach. Teachers who are trying to use activities such as group or pair work with their students in a mixed gender classes might find some difficulties in helping or discussing an issue with female students. Moreover, in the mixed schools of females and males, interaction in groups usually occurs among groups of the same sex. This is due to the prevailing notion that male and female students are not allowed to speak together in some Islamic societies. These Islamic rules and cultural barriers contribute to the different treatment by teachers of female and male students in the class. Those male teachers tend to ask and interact with male students more than female students; they make eye contact with boys rather than girls, especially novice teachers who have no previous experience in this situation. This will decrease the opportunity to interact with both genders and also affects female students, who get little encouragement to participate or praise if they answer questions.

In Islamic countries including Libya, the dominance of religion in every aspect of life, including education, largely influences issues such as learning strategies teachers use in mixed gender classes. Research conducted by Drudy&Chatain (2002) to investigate teacher/student interaction in Irish secondary schools showed that teachers tended to interact with male students more than female students, and showed greater acceptance of male students’ contributions and answers in the class. Teachers gave male students greater praise and reinforcement if they participated. Female students preferred to participate more in the classes when they constituted the majority and took part in less interaction when male students constituted the majority. Based on the findings emerging in Drudy&Chatain's research, I conclude that religion may not be not the main aspect that might affect the interaction in mixed gender classes. There might be other factors such as psychological factors that influence male and female interaction. For example; male and female students might feel uncomfortable when they talk to each other. Therefore, in such classes problems like apprehension, reticence and anxiety might happen when they interact with each other (Chen, 2003).

Ng and Farrell, (2003) suggest that teachers’ practices in the classroom are governed by their beliefs in various different ways. In this regard, Pajares (1992) argues that teachers’ beliefs have a stronger effect on the learning process than their knowledge. Elabbar (2011) and Omar (2014) point to the effect of teachers’ beliefs on the way they planned their lessons and how they use updated textbooks. Orafi (2008) states that the updated

curriculum is based on many interactive activities to push students to work in pairs or groups, negotiate and cooperate, which in turn encourages them to develop self-confidence in using the TL. However, EFL Libyan teachers often used learning strategies consistent with their beliefs about language teaching and learning. They did not benefit from the updated curriculum and reflected their experience as students in the class when they were taught by GTM. AI-Buseifi (2003) and Aldabbus (2008) claim that some EFL Libyan teachers still distrust the value of using communicative activities in the class, because they think that memorising vocabulary and understanding grammar rules must be the starting point in language learning. In these classes, whole-class teaching is the prevailing norm without providing any opportunity for pair or group-work.

Levitt (2002) investigates science teachers' beliefs and the difficulties they encountered as they started implementing a new curriculum. He states: "if teachers' beliefs are incompatible with the philosophy of science education reform, a gap develops between the intended principles of reform and the implemented principle of reform, potentially inhibiting essential change" (p.1). Adey (2004) states that Educational innovations frequently need teachers to change their beliefs and practice. Donaghue (2003) mentions the essential role that teachers' beliefs can play in guiding practice and in accepting new approaches and proposed changes, because, as he stated, changes in teachers' practice have been considered an important prerequisite for development and change to occur. From the discussion above, it can be argued that teachers' belief is an important factor with relation to the implementation of educational reform. Therefore, during any professional development programmes teachers' beliefs need to be considered and possibly challenged through the process of reflection.

4.7. Continuing professional development (CPD)

No matter whether you are an experienced English teacher or are just about to start your career in teaching, development and training can help teachers to become more successful professional. According to Guskey (2002), continuing professional development **(**CPD) is the process in which teachers can develop their own learning skills, by engaging in a continuous process of professional learning so that they might improve the students' learning. According to Hedgecock (2002) "non-native EFL teachers need to develop their knowledge as they also need to meet the language teaching skills and competence to be effective teachers, which could be achieved through professional development activities" (p.230).

This research study is conducted with non-native speaker EFL teachers who may need some appropriate training which help them to develop their knowledge. Some studies which have been conducted in Libyan context (Orafi, 2008; Elabbar, 2011 &Tantani, 2012) reveal that EFL Libyan teachers need to change their classroom practices and adopt new ways of teaching the new materials, but are prevented from doing so due to the lack of receiving sufficient training programs. It is perhaps not fair to say EFL Libyan teachers did not receive any training programs, but these few training sessions were not planned well to meet the teachers' needs which would enable them to teach the updated Libyan curriculum. Suwaed (2011) confirmed that the training sessions that EFL Libyan teachers attended were based on theory rather than practice, and that they did not help them to improve their practice in the classroom.

Drawing on the results of these studies regarding the lack of effective teacher training which have been conducted by Orafi (2008), Elabbar (2011) &Tantani (2012), it seems clear that EFL Libyan teachers have not had adequate training programmes which help them to develop their teaching skills in the light of recent reforms to the English language curriculum. Orafi (2008) argues that, in the absence of appropriate training, teachers interpret the curriculum according to their existing beliefs and prior experiences as learners and teachers. The existing EFL Libyan teachers' beliefs about teaching English language reflect their practice in the classroom, where they tend to use traditional methods of teaching such as the A-LM and the GTM with an extensive use of students' mother tongue (MT) (Ibid, 2008). This may be because of the lack of training for EFL Libyan teachers, particularly during the phase of curriculum innovation, to promote communicative approaches in the Libyan educational system (Saleh, 2002; AIBuseifi, 2003; Ali, 2008; Orafi& Borg, 2009).

According to several studies in Libyan classrooms (Orafi, 2008; Elabbar, 2011 &Shihiba, 2011), the main barriers to improving the educational quality in Libya are teachers' subject and pedagogical knowledge arising from the lack of CPD and poor training of teachers. Orafi (2008) &Elabbar (2011) conclude their evaluation of the situation in the Libyan classroom by stating that, the reliance on a centralized, top-down approach of the MoE in Libya to implement this curriculum innovation meant that the teachers' opinion was ignored regarding the design of the innovation (See 2.3.4.). As a result, EFL Libyan teachers are often not able to deal with an updated educational reform as they need proper training to help them to teach the updated curriculum.

According to Handal and Herrington (2003) teachers can play an important role in enacting curriculum innovation, so policy makers should take into consideration teachers' perceptions and attitudes before the launching of any educational reform, because teachers are those who can ultimately decide the success of any curriculum innovation. They add that policy makers should not assume in advance that curriculum implementation is a process that translates directly into the classroom reality. Such contradictions clearly exist in the Libyan context under this study.

Drawing on the previous studies on Libyan classrooms and the literature, it seems obvious that EFL Libyan teachers need to be prepared to take responsibility to acquire new knowledge, skills and the ability to apply the knowledge and practices in the classroom. It appears that development courses are particularly needed by EFL Libyan teachers in order to find new strategies they might apply in the class to achieve 'interactive professionalism', which implies collaboration and participation. These new strategies can be explored through mentoring, supervision and obtaining feedback from others on one's practice. While I was working with my participants during the group discussion, I decided to follow Richards &Farrell's training perspective (2005) in which they illustrated some examples of purposes from the training programme they designed as the following:

- It helps the teachers to use effective techniques to start a lesson. Teachers can start the lesson in the pre-reading stage by warming up their students to activate their prior knowledge.

-It helps teachers to use the textbook appropriately to meet students' needs. In this research, the updated Libyan textbook was the means to investigate and develop my participants' knowledge and understanding to find ways to teach in an interactive way.

-It helps teachers to encourage group work activities in the class. The teacher can ask some questions such as knowledge or comprehension questions to encourage the students to discuss them and work in groups and collaborate to answer these questions together.

-It helps teachers to use some effective teaching skills such as questioning techniques. One of the most important interactional features in the classroom that teachers use is asking questions to encourage their students to participate and use the target language.

-It helps teachers to get the ability to evaluate and give feedback on their students' performance in the class. According to Nassaji and Wells (2000), the main advantage of

giving feedback is that through it the teacher can extend the conversation and create a greater opportunity for the students to interact in the class.

-It helps teachers to use some classroom resources such as video, presentation etc. Although using classroom resources can facilitate the learning process, Khalifa (2002) and Abushafa (2014) mention to shortages in facilities Libyan schools and universities as well.

Richards & Farrell's (2005) training perspective can develop EFL Libyan teachers' teaching practice and produce outstanding educational results for students. Marzano (2003) argues that the professional development activities that teachers experience might have a similar effect on students' performance in the class if the teachers apply these activities properly. For example, students can increase their learning and performance in the class when teachers are involved in effective professional development which might help teachers to develop their pedagogical skills and content knowledge to adjust new methods of teaching.

Due to the introduction of the updated curriculum in Libya and how this change did not influence the teaching methods as described in chapter one, CPD is required to develop EFL Libyan teachers' skills to teach the introduced textbook in an interactive way. The next section gives details about the application.

4.7.1. Applications of CPD

Three concepts in CPD management and organisation should be considered, namely: the personal concept, the occupational concept and the social concept. The personal concept deals with teachers' attitudes, value, beliefs and teachers' motivations need to be considered. The occupational concept encourages teachers to connect theory and practice and concentrate on academic stimulation and professional relevance. The social concept encourages teachers to build a strong relationship between each other, work and collaborate together (Bell &Gilbert, 2001).

Consistent with Vygotsky's zone of proximal development (ZPD) in which a more knowledgeable other provides scaffolds or supports to facilitate the learner's development, Rodrigues (2005) argues that a CPD leader needs to be equipped with the skills and tools which might enable him/her to achieve some points, such as developing learners' L2, teaching them how to use theories and principles of second language teaching and helping teachers to choose appropriate classroom activities. Also, this knowledgeable leader can help increase an understanding of different methods and aspects of teaching to determine

the right decision which might be taken in the class during teaching the TL and building awareness of instructional objectives to support teaching.

Sowder (2007) states that it is frequently supposed that teachers need to be equipped with something, such as skills or specific knowledge, in respect of what teachers need to do or know to develop their teaching. Therefore, I decided to use modelling and mentoring with EFL Libyan teachers to illustrate to them how to use interactive methods which might help them to increase interaction in teaching reading in Libyan secondary school English classes. As shown above, CPD is important to develop teachers' knowledge about different methods and approaches and how use theories in their teaching. Based on the Literature on the Libyan context, EFL Libyan teachers need support and training to be able to teach the updated curriculum as planned by the MoE.

Kennedy (2005) suggests that "CPD can be structured and organised in a number of different ways, and for a number of different reasons" (p.236). She states that there are three main kinds of CPD models namely: transmissional, transitional and transformational. Each kind has its own model. All these kinds of models are linked to the fundamental view of CPD applications. CPD applications models are illustrated in table 4.1 below.

Model of CPD	**Purpose of model**
The training model **The award-bearing model** **The deficit model** **The cascade model**	**Transmission** Increasing capacity for professional autonomy
The standards-based model **The coaching/mentoring model** **The community of practice model**	**Transitional**
The action research model **The transformative model**	**Transformative**

Table: 4. 1. Spectrum of CPD models Kennedy (2005:p.17).

I analysed the CPD model as identified by Kennedy (2005) in more detail (See Appendix 5). Although Kennedy suggests a number of different CPD models, I am going to focus on the coaching/mentoring model as it looks relevant in the Libyan context. The literature on Libya showed that EFL Libyan teachers lacked the skills to teach the updated curriculum interactively (Orafi, 2008 and Shihiba, 2011). The data showed that some teachers appear to have knowledge about the CLT approach, but they do not understand how this knowledge can be implemented in the classroom. (See chapter 6).Lo (2005) states that "Professional Development should go beyond personal and individual reflections, for example, it can include exploration of new approaches and theories in language teaching" (p.140). Elmabruk (2008) refers to the need for using CPD with EFL Libyan teachers, because it might help them to discover an appropriate approach to CPD. In this research, I aimed to support the Libyan EFL teachers to develop their knowledge about teaching the CLT approach that I have developed during my Masters Degree and my PhD study. As I am familiar with the Libyan context, I found the coaching/mentoring CPD model might be appropriate to the Libyan context. Korthagen et al. (2006) consider mentoring/ coaching as a transitional model in which participants can work collaboratively to develop each other's practices and views. They argue that one of the main principles of mentoring is to enable an individual to follow the ways of the knowledgeable one who can transfer on knowledge, experience and provide opportunities for others to develop their skills. Heikkinen, Jokinen, and Tynjala (2012) define peer-group mentoring as, "An activity involving teachers sharing and reflecting on their experiences, discussing problems and challenges they meet in their work, listening, encouraging one another, and above all, learning from each other, and learning together" (p. xv). The three participants with whom I worked have a good experience of teaching English, but they needed support to teach the updated curriculum interactively, so I provided opportunity for the participants to engage with the process of mentoring. I took into consideration that knowledge can be constructed through discussion and shared my experience regarding the CLT approach with the participants so that we might learn from each other. This corresponds with Le Cornu, (2005, p.358) when he suggested in 'co-mentoring, both mentor and mentee are positioned as co-learners or co-constructors of knowledge. People might not learn in an abstract way, so I attempted to support my participants in a practical rather than a theoretical way by supporting discussion and co-construction to enable their own development and understanding. Based on the Literature on the Libyan context, EFL Libyan teachers need support and training to be able to teach the updated curriculum as planned by the MoE (Orafi, 2008 and Elmabruk, 2009). Therefore, I decided to use modelling and mentoring with EFL Libyan teachers to

illustrate to them how to use interactive methods which might help them to increase interaction in teaching reading in Libyan secondary school English classes. As shown above, CPD is important to develop teachers' knowledge about different methods and approaches and how use theories in their teaching.

The challenge that I might face as a researcher to apply a CPD in the Libyan context is working with teachers who have experience of teaching many years and they believe in their teaching methods, because their students have reasonable results from the exams. Asking them to switch from GTM to CLT might be a big risk from them if they do not know how to do it. To support EFL Libyan teachers to implement the CLT approach successfully, I have to take some factors in consideration such as; {A} teachers' motivation and beliefs about their teaching. {B} consideration of the Libyan context in term of the culture and beliefs and teachers' relationship to work together. {C} Occupational factors such as the link between putting the ideas into practice and how to stimulate teachers to the CPD.

4.8. Chapter summary

This chapter presented the theories and models of reading that might help the learners to use in the reading classes to construct their knowledge from the written text. It described teacher's questions and the types of questions teachers might ask. Also, teachers' beliefs about teaching English were discussed in this chapter and how teachers' existing beliefs might affect their teaching. Finally, in this chapter teachers' professional development was described aiming to fill the gap between the policy and the implementation of the communicative approach. The literature showed no clear-cut distinction between the CPD models and each one has advantages and disadvantages as mentioned in the chapter. The next chapter will describe the methodological framework of research design.

Chapter Five: Research Methodology

5.1. Introduction

The researcher needs to choose appropriate research methods for a research study because "they are linked with the ways in which social scientists envision the connection between different viewpoints about the nature of social reality and how it should be examined" (Bryman, 2008: 4).

This chapter explains the methodology and the design of the study which aimed to investigate ways of supporting EFL Libyan teachers to use the Libyan text book in an interactive way. It also presents detail about the philosophical framework for the study and the mode of inquiry: "interpretive paradigm". It presents the theory behind the design of the tools for data collection and analysis. Ethics concerns will be addressed and also issues pertaining to validity and reliability of the study.

5.2. Research design

Yin defines the research design as the "logical plan for getting from here to there" (2003:P.20). "*Here* "stands for the starting point, at which the researcher needs to formulate the research questions for the study; whereas "*there"* is defined as the way in which the researcher finds answers to these questions. Between "*here" and* "*there"* the researcher needs to follow several steps and procedures, such as collecting, analysing and interpreting data (Yin, 2003).

The distance between here and there in this research is connected by using a multi-method data collection strategy in which data were gathered from several sources as follows: first and final semi-structured individual interviews, group discussion and classroom observations with three EFL Libyan teachers. I described the Libyan updated curriculum in more detail in chapter two to show that it was designed to be taught interactively (Macfarlane, 2000; Saleh, 2002). These tools were used to explore how EFL Libyan teachers may be supported to implement the communicative approach to teach reading in secondary school classes interactively. The research process which was followed during this study is shown in figure 5.1. Before the formulation of the research questions, these are the questions I am going to explore, because there is a set of research questions here are different from the research questions (see 1.6). The questions in the figure below led me to

prepare questions for the first and the final semi-structured interview, the group discussion and the questions in the observation sheet.

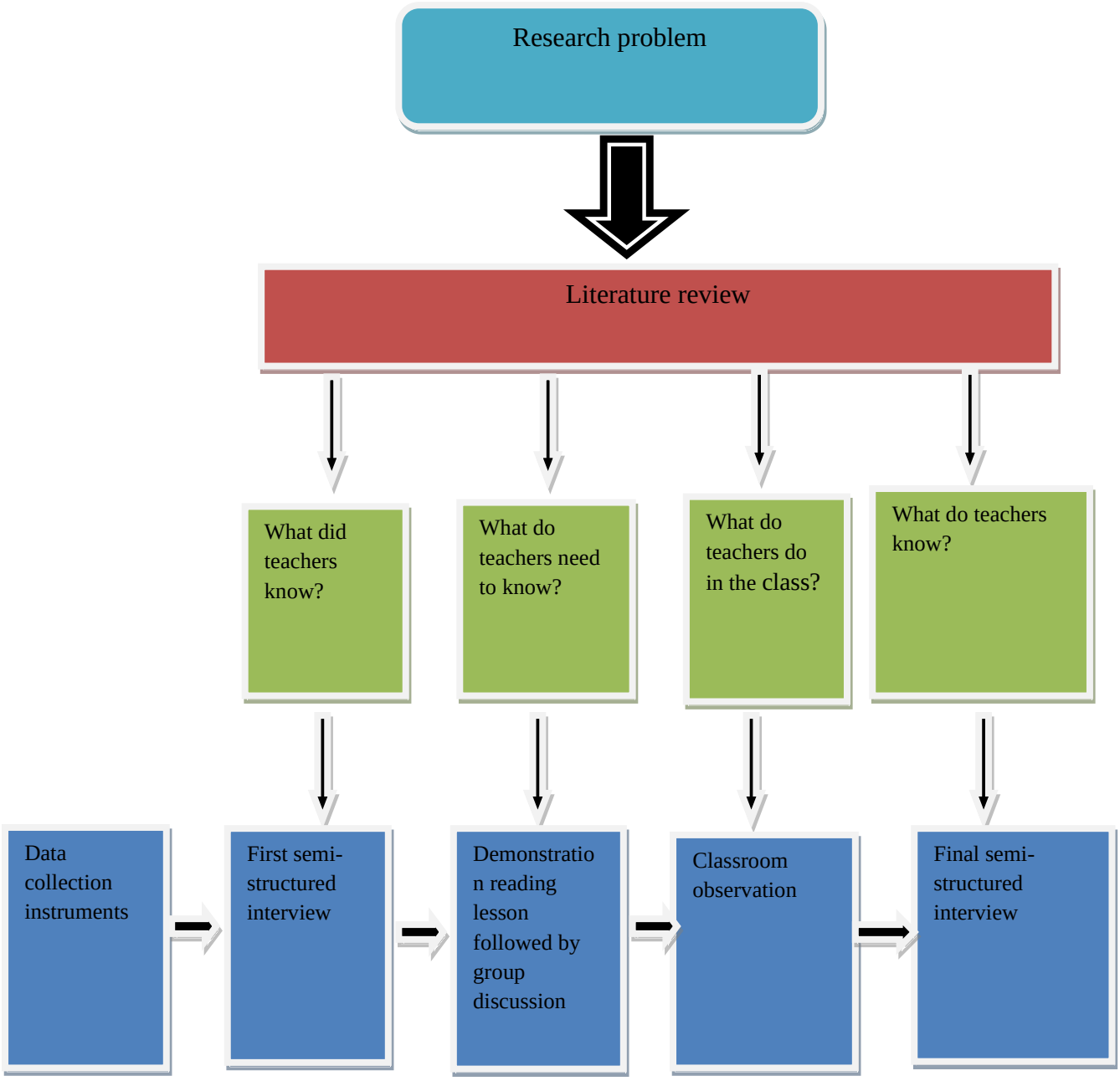

Figure: 5.1. Research process

5.2.1. Rationale for the research design

There are many kinds of research designs that can be used in research into teaching a second language. The most common ones are survey, case studies, archival analysis, and multi-method research (Bell& Opie, 2002; Bryman, 2008).Each one has its own features and can be used for a specific situation (Bell, 2005). Multi-method research design is

suitable to be used when the researcher is trying to explore a problem which needs to be looked at from different views (Cohen et al, 2007).

It is important for the researcher to decide which research approach and design is suitable for the study, so I define the kind of study first. My study takes an exploratory approach. Exploratory studies explore little-known phenomena that researchers fail to show any important examples in prior studies (Kumar, 2011). Although there are many studies about the importance of classroom interaction that have been conducted (Hall, &Verplaetse, 2000; Hall & Walsh, 2002; Yu, 2008), there is very little specifically focused on Libya. These studies revealed that effective interaction in language classrooms in which teacher and students can use the language, in order to achieve some group activities, might help learners to achieve better learning and understanding, and might improve their competence. In the Libyan context, however, there is no information about interactive activities in classroom settings as no studies have been conducted to investigate the interaction in teaching reading in Libyan secondary school English classes.

"Qualitative research is often exploratory and is used when little is known about a certain topic" (Johnson and Christensen, 2004:p.30). This study is mainly an exploratory study in which a number of 'what' questions need to be answered, so a multi-method data collection strategy was considered suitable for the purpose of this study. Creswell and Plano Clark (2007) argue that multi-method research strategies help the researcher to use two or more methods to collect his data to find answers to the research questions about classroom interaction in this case, to which the answers are not known.

Bryman (2008) states that quantitative data helps the researcher to quantify and code the discourse acts that happen in the class and the numerical data the researcher obtains can help him to obtain information about the interaction between the teacher and the students and between the students in the class, but it does not give any detailed information about what happens in the class. Qualitative data, on the other hand, can provide examples from transcripts of learning in action and offer explanations for teachers' behaviour in class. Therefore, it was helpful for me to use qualitative methodology which is "a strategy that usually emphasizes words rather than quantification and analysis of data" (Ibid, 2008p: 366). A multi-method research strategy is suitable when a research problem needs to be examined in depth from different angle (Yin, 2003). Therefore, different data sources were used, mainly from interviews, group discussion and classroom observations.

5.3. Theoretical paradigm underpinning the study

A theoretical paradigm determines the theoretical perspective on which a research study is based. A paradigm is a basic belief system and theoretical framework with assumptions about the nature of reality: "ontology", the ways of knowing: "epistemology" and research design: "methodology" (Guba and Lincoln, 1994). Ontology is the "the nature of our beliefs about reality" (Richards (2003: p. 33). It explores theoretical perspectives about the essence of reality and being that can be known. Within social enquiry, essential ontological questions consider "whether or not social reality exists independently of human conceptions and interpretations; whether there is a common, shared, social reality or just multiple context-specific realities; and whether or not social behaviour is governed by 'laws' that can be seen as immutable or generalisable" (Snape & Spencer, 2003, p.11).

Epistemology is the theory of knowledge, which is concerned with how we know what we do, what justifies us in believing what we do, and what standards of evidence we should use in seeking truths about the world and human experience (Walsh and Wigens, 2009). Many studies such as Bailey & Nunan, 1996; Bryman, 2008 and Borg, 2009, have been conducted into teachers' cognition in the field of teaching and learning English as a foreign language. These studies have been conceived within different research paradigms, such as interpretive, positivist and critical frameworks. Studies in the literature are designed based on different assumptions about the nature of social reality and the purpose of the mode of inquiry (Robson, 2002; Richards, 2003; Bryman, 2008).

Bell (2005: p.115). recommends that "decisions have to be made about which methods are best for particular purposes and then data collecting instruments must be designed to do the job". Before carrying out research, researchers need to decide about their philosophical perspective such as positivist, or interpretive approaches (Ling and Ling, 2017). This will help the researchers to identify how they seek to find out and interpret knowledge of social behaviour. Positivist and interpretive approaches are discussed in more detail later in this section.

According to Richards (2003) if the researcher failed to make these assumptions clear, that would have serious consequences for the whole study. So, I describe the two important types of research epistemologies to decide which one will be suitable for my study.

Calderhead (1996) states that there are two kinds of research epistemologies namely an interpretive framework and a positivist framework. Each one of them has its own features as follows:

1-Interpretive research supposes that there is no single reality and the main concern is to describe an individual's experience of reality, understanding peoples' actions in lived situations (Calderhead, 1996). That means that interpretive researchers start first with studying individuals' behaviour and feelings and investigate their interpretations of the world around them (Cohen et al, 2007).

2-Cohen and Manion (1994) argue that positivist epistemology assumes that people's experience is a self-controlled behaviour which can be examined by natural science methods. Positivists consider social reality as objective and existing separately from, or outside of, people's behaviour and interpretation. The purpose of a positivist framework is to develop testable generalizations about peoples' behaviour that the researcher can use to describe future social occurrences with greater predictability (Crossan, 2003).

Sayer (1992) rejects the positivist's view and claimed that this approach will not help the researcher to obtain a suitable investigation of the research questions and the aims set out for the research. He also added that attempts to investigate and understand people's behaviour, feelings, actions, beliefs and perceptions are not within the scope of a positivist framework, while the interpretivist philosophy assumes that "reality is not simply to be observed, but rather 'interpreted" (Corbetta2003:p.21). This aligns with Cohen (2000) who argues that an interpretive approach considers people's behaviours as resulting from planning, reflexivity and attributing specific understandings and values to reality. As Anderson and Burns (1989: 67) suggest: "the subjective meaning of action for humans is legitimate content of study". Pring, (2000:p. 96) also argues that if we consider that "the social world is constituted by the intentions and meanings of the "social actors", then there is nothing to study, objectively speaking". That means the researcher needs to interpret, understand in order to know people's intentions and their motives in order to interpret the situation. That is why researchers talk of the subjective meanings of those whom they are researching (Ibid, 2000).

In the interpretive paradigm, the researcher does not start with a theory; rather, the analysis is inductive. This view encouraged me to use grounded theory (GT) to generate a theory. The researcher starts with the collection of his/her data, and then uses these data to infer theory. Cohen, el al., (2007:p. 11) state that the researcher should: "use perspectives that work directly with experience and understanding to build their theory on them. The data

thus yielded will include the meanings and purposes of those people who are the source". Bryman (2008) states that the interpretive paradigm can help the researcher to increase understanding of the issue investigated and also the researcher can benefit from the strengths of qualitative methods, such as small samples, which might produce a study with depth and significance depending on the time that the researcher can spend with the participants. Moreover, Cohen et al. (2007) state that in qualitative research, researchers consider the meaning is very important and they are concerned with the individual's perspectives and also how to investigate and capture these perspectives accurately. I followed this assumption and worked with three participants using different tools to obtain rich data to be able to provide a deeper focus with each one of them namely: interview, group discussion and classroom observation.

Before starting my research, I did not have any idea about what would happen in the teachers' classrooms. I obtained data about the reality of teachers' behaviour by interviewing and observing them.

I reviewed the literature from researchers who focus on exploring individual behaviour and attitudes in live settings. For example, Marshall and Rossmans (1999:p. 57) argue that "for a study focusing on individual lived experience, the researcher could argue that one cannot understand human actions without understanding the meaning that participants attribute to these actions, their thoughts, feelings, beliefs, values, and assumptive worlds". Smith (1987:p. 140) agrees in his argument in which he states that "for interpretive approaches, the object field to be studied is the acts and meanings ascribed to events by actors in a particular social context".

Taking in consideration the discussion above and the views of research about the interpretivist paradigm (Guba and Lincoln 1994; Marshall &Rossmans1999; Cohen et al. 2007; Bryman (2008), it is argued that meaning is important and the researcher can only derive it from individuals' perceptions and their interpretations of social interactions. Consequently, the interpretive research paradigm was used as a mode of inquiry to obtain information through social constructions such as language and shared meanings.

I had to be an interpretive researcher because I wanted to explore how teachers felt they could be supported to use the communicative language teaching approach (CLT) in their pedagogy. The interpretive paradigm contributed to my research in the following ways:
-It helped me to understand my participants' perceptions and their actions, how to analyse the text book, how to observe my participants while they were applying their

understanding of the suggested approach that I had demonstrated in the reading lesson and in interviews with them to know their opinions about the benefits and the challenges they might find in using a communicative pedagogy.

-It provided me with the flexibility to use different techniques and methods to investigate how EFL Libyan teachers teach the updated Libyan textbook.

-It helped me to build a relationship with my participants.

The figure below shows the Theoretical framework used in my study:

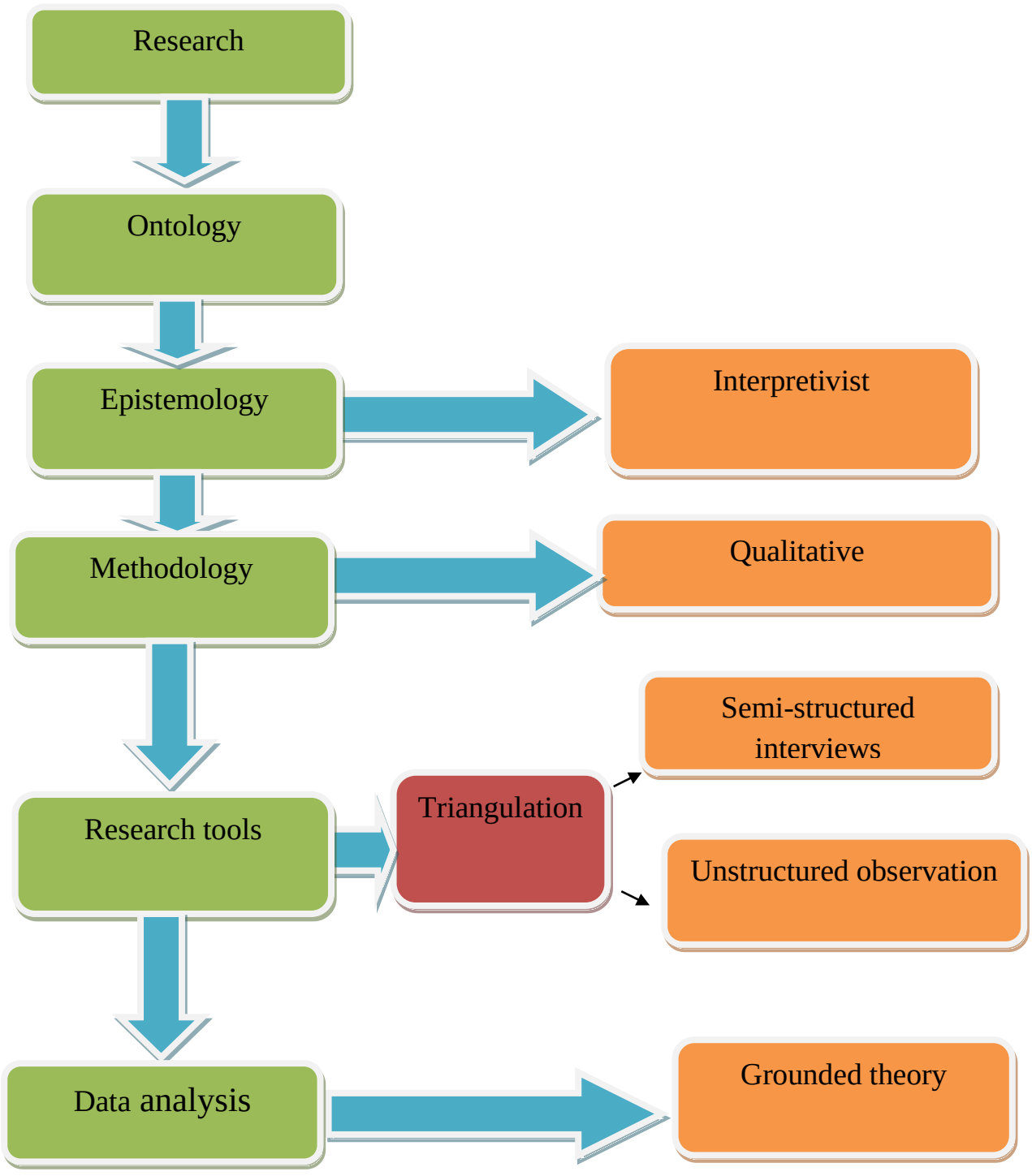

Figure: 5.2. Theoretical paradigm underpinning the study

5.4. Qualitative Methodology:

The aim of using qualitative method in the study is that it correlates with the interpretive approach as discussed in (5.3). According to Bell (2005), qualitative and interpretive approaches are concerned to understand an individual perspective of the world. Although many studies about teaching and learning English have been conducted using a quantitative approach as a tool to collect data, a qualitative approach was used in this study because using quantitative methods would not be productive to answer the questions of "how, what and why" the phenomena of interest occurred (Cohen et al,. 2007). Borg (2009) also argues that, using qualitative methods to investigate teachers' actual practice and beliefs to obtain data from live setting, in this study the "classroom" will be more productive than using quantitative strategies such as questionnaires to investigate teacher's beliefs and what they do in the classroom. Qualitative approaches were used in this study for these reasons:

1- Researchers can benefit from using a naturalistic method that helps them to understand the phenomena in a particular context, because an event can be better understood when observed in the place in which it happens. This helped me to investigate how EFL Libyan teachers teach English in the classroom.

2- In qualitative studies, the researchers have to focus on people's actions, their own words and records to understand the phenomena closely (Nunan & Bailey, 2009).

3- The importance of using suitable qualitative methods that start with individuals and attempt to understand and analyse their experience, feelings, opinions and results of a specific phenomenon, is that the patterns of meaning obtained from the data can be investigated and compared with other data (Cohen et al, 2007).

4- Qualitative tools search for insight rather than statistical analysis, which is suitable for the nature of this study.

5- In this study, a qualitative approach was used "because it is concerned with capturing the qualities and attributes of the phenomena being investigated rather than with measuring or counting" (Bailey & Nunan, 1996:p. 7).

6-Using qualitative research does not define assumptions prior to the practical observation that I did with my participants in the class, for example. I observed everything that my participants did in the class and then interviewed them individually to investigate why and how she/he had acted in that way.

5.5. Methods of collecting data

The aim of my research was to investigate ways of supporting teachers to use the textbook to teach reading in an interactive way. As stated by Cohen et al, (2007) using the multi-method data collection approach helps the researcher to explore the issue researched from different perspectives. In the social sciences, using more than one research method or strategy in a complementary design might help the researcher to gain valid findings.

5.5.1. Triangulation approach

Triangulation is the way in which the researcher combines different methods or tools in his/her research. Cohen et al. (2007:p. 141) define triangulation as "the use of two or more methods of data collection in the study of some aspect of human behaviour". Wiersma and Jurs (2005: 256) consider it as basically "qualitative cross-validation". I used a triangulated approach in my study because I believed that it would lead to a more comprehensive understanding and also greater reliability and validity than the use of one sole methodological approach (Bryman 2008). It also provided enough data and a better understanding of the research problem (Creswell 2003).

Bryman (2008) argues that no single method or tool could be considered to be perfect for the researcher to collect data. Bogdan & Biklen (2007) agree that the importance of triangulation is the fact that using more than one source of data helps a more comprehensive understanding, because each method has its own strengths and limitations, and triangulation can be used to increase the reliability and validity of findings.

As I mentioned above, this research was directed by an interpretive research paradigm, therefore, methods of collecting data in this study conformed with this position. According to Anderson & Bums (1989:p. 67), the aim of the interpretive research paradigm is to "understand the inner perspectives and meanings of actions and events of those being studied". Dornyei (2007) argues that in the interpretive research paradigm words not numbers are considered as the primary source of data, consequently, I decided to use multi-method approach namely: interview, group discussion and classroom observation.

5.6. Procedure of collecting data

Three types of research instruments have been used in this research for data collection. The first stage was initial semi-structured interviews; the second one was an intervention

represented by a reading lesson which was demonstrated by the researcher with the three participants followed by a feedback session (group discussion) and the last stage was classroom observation followed by final semi-structured interviews. Three teachers accepted to participate in my research and signed the consent form and the plain language statement (See appendix 6 & 7). For reasons of strict confidentiality, I do not show my participants' name and signature.

5.6.1. Interview

Cohen et al. (2000) describes the 'interview' as the method that a researcher uses to obtain information generated from talking with people about a specific topic. An interview can be seen as a purposeful conversation that can occur between two people but sometimes involving more, in which the interviewer is looking for responses from the other person (Gillham, 2000).

The researcher can benefit from using interviews to achieve three aims. First, it can be used as a principal means of collecting data related to the research objectives. It helps researchers to elicit information from the participant to test what s/he knows and his/her beliefs and attitudes about the topic. Second, it can also be used to measure or test new hypotheses. As I mentioned, I tried to obtain information about the teachers' behaviour in the classroom through asking questions. Third, the interview can be used in conjunction with participant observation or other techniques (Cohen et al., 2000). "Face-to-face interviews offer the possibility of modifying one's line of enquiry, following up interesting responses and investigating underlying motives in a way that self-administered questionnaires cannot", because they are a flexible and adaptable way of finding things out (Robson, 2002: p.229).

Finn et al, (2000) and Bryman (2008) argue that there are three kinds of interview, namely: structured interview, unstructured interview and semi-structured interview. The merits of those three main kinds of interview have been widely discussed by educationalists in social and educational research. I had to select which kind of interview was the more suitable to use in my study, so it was important for me to review each kind of the interview.

Patton (2002) states that in structured interviews the researcher arranges some specific questions and the participant respondents provide a fixed range of answers. Therefore, the participants are controlled by the researcher's questions which impose less flexibility in their answers and which does not help them to give relevant answers to the research questions. David and Sutton (2004) argue that the unstructured interview is totally different

as it is controlled by the interviewees. It is interviewee-led which means that the interviewees are allowed to give answers to the researcher's question and tell their own stories in their own words with little interference or direction by the researcher. Unstructured interviews can provide the researcher with a great deal of data, but it is time consuming since the researcher needs to transcribe and analyse the data and that needs specific skill for using this method (Kajornboon, 2004).

Gillham (2000) mentions that many educational researchers argue that the semi-structured interview has been considered the most significant way of performing a research interview, due to its flexibility balanced by structure and the quality of the obtained data. The semi-structured interview is widely used in qualitative research, because it can attract participants' interest. This interest is connected with the expectation that the opinions about the topic are more likely to be expressed in an openly designed interview situation (Flick, 2014).

The researcher in semi-structured interviews depends on a set of questions and attempts to lead the conversation to develop more loosely, which allows the interviewees some freedom to express their feelings, attitudes and opinions and also talk about what is significant to them. By using semi-structured interviews, the researcher can arrange the questions to flow naturally and guide the conversation to go in unexpected directions, which encourages interviewees to be more flexible and explain and add more information (Hesse-Biber&Leavy, 2009). Another advantage of using semi-structured interviews is to give inexperienced interviewers some structure and give them the chance to create their own method in interviewing, as well as to allow them to compare the information they obtain, because the same questions are asked for each participant.

Kvale (2008) argues that the main aim for the researcher in using semi-structured interviews is "to understand themes of the lived daily world from the subjects' own perspectives" (p.10). In this study, semi-structured interviews were used with three EFL Libyan teachers to provide further elucidation of certain behaviors taking place in the classroom such as how EFL Libyan teachers teach reading lesson and what they identified as helpful to support them to find ways of using the Libyan text book in an interactive way to teach reading in EFL Libyan secondary school classes. There were two semi-structured interviews, one was at the first stage of this research and the second one was at the fourth stage after I had observed them teaching reading lessons with their students. I conducted one to one interviews and used a voice recorder to record them.

5.6. 2.Group discussion (feedback session)

Group discussion was conducted with the participants to talk about the problems they might face teaching reading in an interactive way. According to Wenger (1998), in a group teachers will be able to discuss the difficulties and challenges they might face in the class. This correlates with Seferoglu's (2010:549) argument in which he claimed that "teachers need opportunities to share what they know, discuss what they want to learn, and connect new concepts and strategies to their own unique contexts". Loucks-Horsley, et al., (1987) state that in workshop or group discussion, teachers can learn from practice and that allows significant components of effective professional development to happen, because they will have time to work together and address problems teachers have in their teaching. Jiang (2017) argues that group discussion provided stimulation for the teachers to reflect on their teaching.

After the demonstration reading lesson that I taught, I led the group discussion session with my participants to help them discuss what they had experienced and whether they might put the strategies regarding communicative teaching into practice. During the group discussion, I took the role as a mentor to help and support my participants to develop their knowledge about the communicative teaching approach. I asked them some questions and encouraged them to ask me questions to help them to transform their classrooms from being teacher-centred to being student-centred (more details will be discussed in 5.8.3).

5.6.3. Mentoring model

According to Parsloe& Wray (2000) there are approaches to teaching and learning that depend on social constructivist learning theory such as modelling, coaching scaffolding and mentoring. These approaches enhance learning that happens through social interaction involving understanding learners' needs. The writers point to the importance of scaffolding the learners with support during mentoring, coaching or modelling to develop their levels of understanding and develop new skills.

According to Day (1999) mentoring and coaching are both models of supporting or scaffolding learning and teaching and cover a variety of continuing professional development (CPD) practices that are built on a range of philosophical premises such as allowing the learners to share their ideas.

In this research, modelling and mentoring were used to develop EFL Libyan teachers' understanding and practice about communicative language teaching. Mentoring is defined

as “a particular mode of learning wherein the mentor not only supports the mentee, but also challenges them productively so that progress is made” (Smith, 2007:p.277). While Fairbank et al (2000) define mentoring in teacher education as comprising “complex social interactions that mentor teachers and student teachers construct and negotiate for a variety of professional purposes and in response to the contextual factors they encounter” (p.103).

Korthagen et al (2006) state that the main aim of mentoring is to enable the learner to be supported by an experienced teacher or qualified colleague and learn from his/her experience, knowledge by opening doors to otherwise out-of-reach opportunities.

I demonstrated the classroom interactional features (See appendix 8) and modelled them in the workshop to demonstrate to my participants’ ways to teach reading interactively and to support them to develop their communicative teaching skills, so mentoring was an appropriate model to use with them.

Nath &Cohen, (2011) state that mentors in education are widely used to scaffolding new and inexperienced teachers to provide guidance, support and individualized assistance and increase their retention to become experts in their field. They mentioned that the main role for the mentor during the mentoring process is as a facilitator who works with either an individual or a group of teachers. Mentoring seeks to develop the ability for the teachers to apply skills, knowledge and gain new experience.

Orafi and Aldabbus (2008) argue that the development of teachers is important for the successful teaching of the updated curriculum. The EFL Libyan teachers were given short training sessions lasting for two weeks which they deemed insufficient to provide them with skills and knowledge to teach the updated English textbook. Elhensheri (2004) states that there was little professional support, mentoring support, workshops and training available for EFL Libyan teachers. He suggests the solution is that mentoring should be considered for new or inexperienced teachers, and that EFL Libyan teachers should be encouraged to attend relevant workshops and training courses to update and develop their teaching skills, particularly in the areas outside the main centres, there is little access to training and therefore my study is very important, as the participants were teachers in schools in an area outside the main cities.

Singh and Richards (2006) state that, during the mentoring process, the mentor should be aware of some factors that might constrain the action or the decisions the mentor is making with his/her participants. Some of the actions and decisions made by the mentor are affected by outside forces which originate in political policies, religious beliefs and social

factors. That means the micro-context of the classroom is affected by the larger social factors in the macro-context. As a result of that, I was careful and took these factors such as mixed gender in Libyan classes, teachers' beliefs about teaching English and the large numbers of students into consideration while I was working with my participants.

5.6.4. Classroom observation

Observation can be defined as" the act of noting a phenomenon, often with instruments, and recording it for scientific and other purpose" (Radnor, 2002.p:48). Silverman (2006) states that classroom observation is an important data-collection instrument and a self-explanatory process that allows a researcher to obtain evidence and also perceptions of what happens in the classroom. Dörnyei (2011) states that observing people is different from asking questions because it gives direct information rather than self-report accounts. The main aim for me in observing my participants while they were teaching reading lesson was to look for particular features of classroom interaction in the teaching of reading and how students reacted to their teaching after the intervention.

According to Simpson &Tuson (2003) observation in the classroom is not just observing, it is systematically noting and looking at teachers' and students' behaviours. It also can provide useful information about people and interactions between each other. Collecting data by using observation is attractive to researchers, because it gives them the opportunity to obtain live data from live settings and that enables them to observe and listen to what is taking place in the classroom. In this way, the observer can look directly at what is happening in the class rather than depending on second-hand accounts (Ibid, 2003).

There are other advantages of using classroom observation. Firstly, as Robson (2002) states, what people do may differ from what they say they do and using classroom observation gives a reality check. Such data can give more objective accounts of behaviours and events. Secondly, "observation can help the researcher to look at fresh every day behaviour that otherwise might be taken for granted, expected or go unnoticed" (Cooper & Schindler, 2002:p. 374). Thirdly, although this was not the case of the participants in the study, observation can be used with participants who have weak verbal skills. Finally, some of the participants prefer to be observed rather than taking part in a time-consuming interviewing or completing questionnaires (Ibid, 2002).

Cohen et al. (2007) argue that close observation helps researchers to understand the context of programmes and also discover things which might be unconsciously missed. It also

allows the researcher to be inductive because s/he will not depend on prior conceptualisation of the setting. Bell (2005) also points out the advantage of using classroom observation, and how it might help the researcher to discover unanticipated and interesting information. In my study, classroom observation was used as one of the tools to investigate the nature of classroom interaction after demonstration and mentoring to support teachers to use interactive methods in their classroom in the EFL Libyan secondary schools.

The literature reveals that conducting classroom observation is not easy. It needs a lot of preparation, planning, and practice to get the most out of this technique. Nonetheless, after the observer has attained the necessary skills to conduct observation, valuable and rich data can be collected which would be impossible to obtain by using any other method (Bryman 2008). The directness of the observation is a good advantage for researchers who will not need to ask the participants about their feelings, attitudes and views, and who might not obtain certain information due to many reasons such as shyness and embarrassment; the observer needs only to listen and watch and register information (Robson, 2002). During classroom observation, the problem that the experienced or inexperienced researcher might face is the matter of deciding what s/he should focus on, because the classroom is formed of students, teacher and materials such as the text book. In the classroom, many events happen; even the simple ones could be the subject of pages of notes and need to be discussed by the researcher, because the classroom can be full and rich with lots of events (Wragg, 2012).

For this reason, I obtained permission from EFL teachers in Glasgow University to observe classes in order to develop and practise my observation skills. I prepared myself well by observing the reading classes to improve my observation skills so that I could observe my participants confidently.

5.6.5. Structured and Non-structured observation

There are many types of observations researchers can use, but I am going to provide key details about structured and non-structured observation, because the latter was used in the study. Borg (2006) states that structured observation works based on the researcher's plan and involves some particular information of the units that are to be observed and also about the information that is to be recorded. He said the specific information that is to be recorded or noted is decided well in advance.

Only in non-structured observation the researcher can use field notes, and audio recording or video as a way of recording data. Also, the observer has the freedom to write down what he or she feels is important and relevant to the point of his/her research. This kind of observation is very suitable in the case of exploratory research (Borg, 2006). I preferred to use non-structured observation as one of the data collection methods in my study, because of the following reasons:

- Glesne (2014) states that non- structured observation gives the opportunity for the observer to create questions in relation to particular observed behaviours. These questions can be the basis of follow-up interviews in which the researcher and the participants discuss the rationales and meanings of these behaviours.

- Non-structured observation gives a rich description of the situation under investigation (Cohen et al., 2007).

- "Non-structured observation is concerned with understandings of natural settings and the representations of the meanings of the actors within that setting" (McDonough & McDonough, 1997:p. 114).

- Robson (2002) argued that non-instructed observation can give the researcher flexibility in what information is collected.

5.7. Research setting and participants

As proposed by Marshall and Rossman (2006), when discussing for qualitative research, the ideal research site is where "(a) access is possible; (b) there is a high probability that a rich mix of the processes, people, programs, interactions, and structures of interest are present; (c) the researcher is likely to build trusting relations with the participants in the study; and (d) data quality and credibility of the study are reasonably assured" (p.62).

I took these considerations into account and decided to do my study in Alnor town (pseudonym) because I had taught English at the secondary school level there for more than ten years and that helped me to get access to the secondary schools in this town to work with participants who were willing to participate in this study.

5.7.1. Description of the setting (school)

In Alnor town (pseudonym) there are five secondary schools. I selected one school for the following reasons; as a male researcher, accessing the school would not be difficult

because most of the teachers who teaching in that school were male teachers. In Libya and especially in the part where I conducted my research, there are strong Islamic rules and beliefs about males and females working together. I contacted the head teacher of this school and explained the nature of my research to him to obtain a permission letter to work with some teachers and I was given permission for audio-recording. Finally, the time table for the teachers meant that it was suitable to work with them. All of my participants were teaching in the same school.

There are twelve classrooms in this school. In the classes where I observed my participants, the students were sitting in four rows facing the blackboard. The number of students Teacher Y and Teacher A taught was 39 to 42 while Teacher W taught a class in which there were 51 students. This school had 504 students and 29 male and female teachers. Students' age in this school ranged from 16 to 19. The furniture in this school is very simple with wooden seats for the students and also with a teacher's desk. Most of the schools in the east part of Libya lack important facilities such as computers, access to the internet, libraries and educational aids.

5.7.2. Samples and the size of the research

The sample has been defined as "the actual people… who participate in the experiment", while sample size is "the number of participants in a study" (Larson-Hall, 2010:p.401). Gay &Airasian (2003) & Cohen et al (2007) agree that larger samples give the researcher greater reliability for the results of the study. This can increase the possibility for the researcher to generalise the results which might be difficult to achieve through working with a small sample.

However, Crowl (1996) has a different opinion and argues that it is not necessary for the researcher to work with larger sample rather than small ones in terms of representativeness. He suggested that the researcher should pay more attention to the methods to select samples. Cohen et al (2007) identify some limitations about using large samples because members of large samples might not share identical features with each other. Bryman (2008) states that honesty in presenting all the issues about the research design is better than dependence on large samples. Crowl (1996) and Bryman (2008) consider smaller samples can provide a high response rate and are more practical than working with larger samples.

I took into consideration some factors such as the time that I needed to work with my participants, especially as they were teaching full time and also the security situation in Libya these days and decided to work with a small sample.

5.7.3. Selecting participants

Patton (2002) states that due to the importance of sampling selecting techniques in any research, participants should be carefully selected. Good participants must be able to communicate and have the understanding and the experience the researcher needs. Also, they have the time to be interviewed, are able to reflect and have no objections to participating in the intended research. In addition, Cohen, et al. (2007:115) present a comparison between the different kinds of sampling:

"There is a little benefit in seeking a random sample when most of the random sample may be largely ignorant of particular issues and unable to comment on matters of interest to the researcher, in which case a purposive sample is vital".

"The logic and power of purposeful sampling lies in selecting information rich cases for study in depth. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry" (Patton, 2002: 230).

I took into consideration Cohen's (2007) point and the nature of my research regarding the selecting of the participants and decided to work with three EFL Libyan teachers who have experience of teaching the updated Libyan textbook in the secondary school classes. Therefore, a purposive sampling strategy was used in this study. This kind of sampling deals with specific purposes and small populations. Although the findings of this research might not be generalisable to all, it "could provide a springboard for further research or allow links to be forged with existing findings in an area" (Bryman, 2008:p.202).

5.7.4. Description of the participants

In this study, three EFL Libyan teachers who are teaching in the secondary schools were selected to participate in my research. Those teachers were teaching at the same school which helped me to work with them and make the best use of their and my time. Although the participants did not have adequate training in using communicative approaches to teach the new Libyan textbook, they were willing to participate in my research to examine different techniques for teaching English. Teacher Y had attended one week and Teacher A had attended two weeks training session and as mentioned in chapter one, they confirmed,

it did not help teachers to develop their CLT skills. The background information of the participants is shown in the table below.

Teachers	Sex	Age	Degree	Attending training course	Study abroad
Teacher Y	Male	55	Higher diploma	One week	None
Teacher W	Male	39	BA	None	None
Teacher A	Male	32	BA	Two weeks	6 months

Table: 5.1.Information of teachers

5.7.5. Contacting the participants

It was important for me to contact the people whose permission was needed to conduct the research. My concern was the EFL Libyan teachers, but I had to contact their head teacher to give me the permission to access the school and work with the teachers. Cohen et al (2007) state that the researcher needs to identify the people with whom s/he will work, and before meeting them s/he needs to explain the nature of the research, for example; the procedures and the methods that the researcher will use to collect the data. After doing that, "researchers will be in a strong position to discuss their proposed plans in an informed, open and frank manner..... and may thereby more readily gain permission, acceptance, and support" (Cohen et al., 2007: 56).

In November 2016, I sent a written request to the head teacher to get the permission to access the school. I clarified the nature for my research in detail. The permission letters took nearly four weeks to arrive from Libya; that was because of the difficulty for the head teacher to access the email because he was unable to use the internet. I asked one of my friends in Libya to help him to log in to find my request letter. On 22-12-2016, I received the permission letter from the head teacher and sent it to the ethics committee in my university with a view to obtaining the permission to start collecting my data (See appendix 9).

On 29-01-2017, I went to the school and requested the head teacher to arrange a meeting with the teachers to speak with them and clarify the nature of my research to them. I met eleven English teachers and explained my research intentions and provided more details

from the plain language statement and the consent form. The teachers asked me to give them one day, then meet them to see who would take part in my research.

5.8. Difficulties that I encountered in my research

There were eleven teachers in the school who are teaching English as a foreign language. Three of them were female teachers, while eight were male teachers. When I met the teachers and asked them to participate in my research, all of them seemed very happy and keen to take apart in my study to learn, but the female teachers told me that they would not accept recording and would not attend the group discussion session with male teachers. So, I could not work with the female teachers.

There was an exam during the first semester which took two and a half weeks and after that the students were on holiday for two weeks. The school was expected to resume after two weeks but the students did not come to the school as there was a security situation in the middle of Libya affecting the oil ports. As a result of that I wasted a great deal of time waiting for the school to start. I took into consideration that it might be difficult to change my participants' ideas about the way of their teaching English in a limited time, so I would have to be very focused and diplomatic when I presented my workshop about how to teach the textbook interactively. I took part in several informal conversations before the workshop in which I built up friendly relationships and tried to simplify my ideas to convince my participants that we are here to learn from each other and share our knowledge.

Libyan teachers are afraid of making mistakes in front of their colleagues and because of that notion four of the teachers apologised politely regarding taking part in the study. One of the main issues centred on the planned observations. They were concerned that I would evaluate or criticize their teaching, so I tried to solve this problem with the other participants by building their confidence and also building a good rapport with them before starting my work with them.

The final problem that I faced was getting the three teachers together at the same time to teach a reading lesson to them in the workshop and to conduct the focus group discussion. Libya regularly spends up to eight hours without electricity every day, so it was very difficult to access to the internet and sometimes I had to go to another town to find internet access to contact my supervisors. That was not only because of the lack of electricity, but the internet connection was very bad in the town where I conducted the study.

5.9. Ethical consideration:

In educational research, researchers use people as subjects and institutions as places to carry out their research, so it is important for this research to respect and protect people and the sites as well (Cohen *et al* 2007). Research ethics aim to protect people from physical, emotional and psychological harm (Cohen *et al*., 2011; Silverman, 2013). Bogdan and Biklen (1998:p. 42) define ethics in research as "the principles of right and wrong that a particular group accepts at a particular time".

The primary aim for the researcher, to reduce ethical problems and tension, is to obtain informed consent where the participants decide if they will participate in the research after telling them about the facts that may affect their decisions to take part in the study. Cohen et al. (2000) argue that there are four principles in informed consent that the researcher should follow, namely: voluntarism, full information, competence and comprehension. Voluntarism means that the participants have the right to participate in the research study or not. Full information means that the participants have understood the aims and procedures of the research study. Competence means that the participant is able to make informed decisions if the researcher gave them appropriate information. This depends on the researcher's moral obligation to guarantee that s/he does not oblige participants who are unable to informed decision, because of some sort of psychological deficiency or immaturity. Comprehension requires that the individuals fully understand the nature of the research study including the research risks if there are any.

This correlates with Homan's argument (2001:p.25), in which he argues that "The voluntary consent of the subjects is absolutely essential. This means that the person involved should have legal capacity to give consent; should be so situated as to be able to exercise free power of choice without the intervention of element of force, fraud, deceit, duress, over-reaching or any other form of constrain or coercion; and should have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable them to make an understanding and enlightened decision".

In the Libyan context, specifically in the area where I conducted my research, few studies for academic purposes have been conducted. Therefore, people still feel sensitive and unwilling to participate in research, especially if they will be asked to be interviewed or observed, because of fear that the study will have effect on his/her employment arising from his/her participation in this research. The British Educational Research Association (BERA) (2011) emphasizes that in any educational research, the researcher should protect and respect all participants involved. Therefore, to ensure the ethical integrity of this

research and protect myself as a researcher and my participants from any problems, and taking into account BERA's (2011) ethical guidelines for educational research, the following steps were taken.

Firstly, after getting permission from the School of Education Ethics committee at Glasgow University to start my research, permission was sought from the Director of Education &Arts in Libya and also from the Head of Department in the school where the research was to take place. The identities of schools and my participants were protected by the use of pseudonyms. I confirmed to my participants, especially female teachers in the first meeting if they would participate in my study, the data would not be used by anyone else and their names would be anonymised to protect their identity. When conducting the observations, I introduced myself to the whole class in the first observation visit, and explained the importance of the study briefly.

Secondly, it is important that the researcher shows his/her identity, explains the purpose and the nature of the research study and the methods used in the research, as stated by Bell (2005). It is also important for the researcher to obtain written permission from those whom s/he is going to observe, interview or question for research purposes. Therefore, my participants signed a consent form to allow them to withdraw in case of a change of mind. The consent form was also clear about the use of the data collected, and how its analysis will be reported and disseminated.

Thirdly, for privacy and confidentiality, the researcher provided information about how s/he would protect data once recorded and treat sensitive information. If one intends to quote or name anyone in publications/work, explicit consent must be sought from participants (Madison, 2005). The security for the paper information or records is important, so they were kept in a locked cabinet, and were accessed by a secure password on computers. Ethical issues were given vital importance. Participants were reassured that once data had been used for the study, anything that could identify them or their place of work would be destroyed, with paper files shredded and digital files deleted. As a researcher, I confirmed the right of interviewees to review the transcript or listen to their interview record if they want to delete or change it.

Finally, it is important to consider the religion and belief of the participants and try to avoid questions which might not be acceptable for them. Other issues of ethical protection in reporting findings should not endanger individuals or the communities they belong to, especially in the case of the teachers and the continuity of their jobs.

5.10. The role of the researcher:

My role as a researcher in this study differed from one stage to another in terms of being an insider or an outsider as a researcher. Gair (2012) argues that the insider researcher tends to have better understanding and knowledge of the group being studied, while a researcher with an outsider position does not have an intimate knowledge of the group being studied before entry into the research site, but has the ability to offer a more objective view of the realities. I used different tools to collect my data namely initial semi-structured interviews, an intervention represented by demonstrating a reading lesson followed by group discussion and classroom observation sheets that the participants filled in and my observations of them teaching reading lesson, and final semi-structured interviews. As I prepared to conduct my research with three EFL Libyan teachers in which I would invite them in frank discussions to talk about their perception about teaching English in general and reading specifically, I was concerned about my position as researcher. The participants knew I had been an English teacher who taught English for many years. I knew most of the teachers who teach English in the same town, "Alnor" (pseudonym). Here, I considered myself as an insider researcher because I am familiar with the context and know more about the Libyan culture rather than someone who has no information about the Libyan context. It is important to acknowledge that I could not be considered as a non-participant researcher, as I participated in the group discussion, especially as my participants were not accustomed to the CLT approach and had never used it before as they stated in the initial interview.

One of the teachers who participated in the study had been my teacher and I was concerned that my prior knowledge of the situation, regarding English teaching and my previous relationship with him and the other teachers might not help me to obtain rich data from my participants. But what happened was quite the opposite. The participants appeared much more open than I expected to discussing issues of teaching English with me.

I made every effort to ensure that any preconceived ideas as a researcher who has good experience in the Libyan context did not affected my positionality throughout the collecting of my data. I disconnected my preconceived experience of teaching English in Libya and my participants' experience in teaching English. For example, I tried to forget my experience as an ELT teacher in Libyan schools and not expecting prior answers from the participants due to my rich knowledge about the Libyan context. I used the interpretive paradigm in this research to enable me to develop a rich understanding of the participants' behaviour and explanations of their actions from their own point of view without leading them as a researcher to some answers.

The lessons to be gleaned about positionality that arise out of this study do not lie in the disconnect between my notions about teaching English and my participants' teaching practice, but in attempting to engage the participants more actively in discussions to obtain rich data about teaching the Libyan updated textbook. For example, in the first interview, I wanted to investigate what teachers know about teaching the CLT approach, while in the intervention I tried to know how to support them. During the classroom observation, I investigated what they did in the class regarding teaching reading communicatively. In the final interview, I tried to understand how my participants believed they could put the ideas of teaching using a CLT approach in practice. I saw my role in this research as an insider researcher who has a better knowledge of my participants and the Libyan context. Also, I considered myself as an outsider researcher who attempts to support EFL Libyan teachers to develop their knowledge and understanding of the CLT approach.

During the intervention, I took into consideration that my participants might have been seen me as a kind of expert, because I have done a Masters Degree and I was undertaking PhD study. Therefore, there might have been the potential for the participants to feel that I was the powerful, knowledgeable person who would judge their teaching practices and that might have left them feeling defensive and vulnerable. I worked hard to overcome that potential imbalance of power, so that they regarded me with trust. In the informal meetings, I talked to them about my experience while I was teaching English. I talked about the difficulties that I faced because there was not an expert who might support us to develop our teaching skills. Also, I told them that we will learn from each other and share our knowledge. That helped me to establish a relationship of trust between me and my participants.

Denzin and Lincoln (2003) state that in qualitative research, the researcher is considered to be the main player in collecting the data. The researcher is considered a tool of data collection. The researcher interacts with the participants to collect the data, so s/he needs to set some guidelines to conduct his/her research. For example, in our first meetings, I explained the purpose of this research to avoid misleading my participants and to ensure that they understood and could ask questions about what I was aiming to investigate: teaching the updated textbook communicatively. Secondly, I assured them that I would keep all the information confidential such as my participants' identity (see 5.9.); because the research might include some questions about the religion and belief of the participants that might be difficult or affect the participant psychologically (Rubin and Rubin 1995). Also, I avoided asking them questions that might have an effect on their employment.

Taking into consideration the ideas of Greenbank, (2003), I made every effort to avoid subjectivity or bias with the participants. As I mentioned one of them was my teacher and that might potentially have caused a power imbalance with him as he could be regarded as the powerful one but that was not the case as I worked hard to creating a trusting environment. I recorded my participants' responses exactly as they stated without personal interference. I attempted to understand the situation by asking more questions during the initial and final semi-structured interviews to obtain a deep understanding of the situation. Also, I attempted to avoid any expectations about my participants' answers that might restrict my ability to conduct my study.

As a researcher, I was aware of my position as an outsider who deals with the research in an objective way but also as an "insider" (Simon 2015). In this research, although I had been away from the Libyan schools for some time, I considered myself an insider researcher with all the participants because I had worked in the same field and also I am familiar with the Libyan context, the teachers, and the cultural background. According to Fleming (2008), insider research provides a valuable contribution to the research from a different perspective than may be obtained by someone not deeply embedded in the research. In this research, however, I dealt with the data in an objective way by recording my participants' responses without personal interference (Definition for outsider and insider researcher was mentioned above (Gair, 2012).

For example, before the first and final semi-structured interviews, in order to build their trust, I read the interview questions and asked my participants if there were any questions that were not clear. I then asked them to use Arabic or English during the interviews so that they would not think I was assessing their English. All the participants preferred to conduct interviews in English and asked me about some expressions they wanted to use to answer the questions. This could also be indicative of their regard for me as an expert and therefore, more powerful. It was very important of them to see me as a fellow professional who seeks to improve English teaching and is not judging them in any way, so more data will be obtained.

In the intervention presented in demonstration reading lesson and group discussion, my role was that of the mentor who aimed to help the teachers to develop their knowledge about the CLT approach. To achieve the aim of the intervention which was helping my participants to develop their understanding about the CLT approach when teaching reading, I adopted Bloor's (2001) idea to focus my participants' attention on actively developing their understanding about how the CLT approach could be effective in

supporting learners to use the language in a more interactive way (See 5.10.3) and not as passive receptors of a lecture. I worked as a scaffolder and facilitator rather than controller to encourage the teachers to ask and answers questions. I then gave them feedback to help them to put their ideas about the CLT approach into practice.

5.11. Steps of data collection

Before start collecting my data, the question that arose in my mind was: is it possible for the participants to shift from grammar translation method (GTM) to communicative language teaching approach (CLT), especially since they were confident about applying GTM and their students had satisfactory results from the exams. That was one of the risks that I was aware that I might face with my participants, especially if they believed they were doing well for the class in terms of examination results by applying GMT. The following steps show the steps that I took to collect my data.

5.11.1. First semi-structured interview

The aim of the first interview was to obtain more detail about my participants' teaching experience, the method they were currently applying and their view about the textbook in general. As I mentioned, those teachers had not been interviewed or observed before, so I took this into consideration and tried to spend some time with them before the data collection took place to explain the questions and encourage them to ask questions related to the interview questions. Also, I explained what semi-structured interview means. In order to make them feel as relaxed as possible, I told them that they could use the first language if they found any difficulty in expressing their ideas.

Kvale (2008) argues that a semi-structured interview helps the researcher to gather more and richer information about the topic, especially if the participants are allowed to use their first language. The personal nature of interview and its flexibility and using the participants' first language can help the interviewer to develop empathy and a good relationship with participants, to create a comfortable environment and obtain more information (Phillimore & Goodson, 2004). My participants asked me before the interview about some word meanings and expressions that they wanted to use during our interview. They did not want to use Arabic, because they thought that would not be good of them especially as they are English teachers. I tried to remove any pressure and repeated my assurances about the confidentiality of this research. I had one to one interviews and used a voice recorder to record them.

5.11.2. Intervention

Intervention in this study represented demonstrating a reading lesson followed by group discussion and classroom observation with the three participants with the aim of helping them to develop their understanding of the CLT approach. The whole period of the intervention lasted three months including many informal discussions and meetings that I held with the participants either individually or with all of them (see appendix 10). In my role as a researcher, I explained the nature and the purpose of the research to all the participants including the process of collecting my data. The many informal discussions I had with the participants enabled me to explain the CLT approach because this was considered a new approach for them (Aldabbus; 2008, Orafi; 2008 and Shihiba; 2011). These informal meetings occurred twice a week in an informal out of school location, e.g. a coffee shop. The informal meetings also helped them to gain their trust in me and the research process. In these meetings, I established ground rules for our meetings. For example, only one person, either the researcher or one of the participants was to speak at a time. I answered my participants' questions, because the CLT approach was new to them. Also, it was important to build a strong relationship of trust with the participants and to show mutual respect while we were sharing information in the group discussion. Guillemin and Heggen (2009) mention the importance of the relations between researcher and participant especially when a researcher engages in interviews and observations in order to generate rich data.

The informal meetings with the participants appeared to help the flow of discussion during the group session as there was a flow of questions and comment throughout. The informal discussions were designed to create a non-threatening environment in which participants felt free to ask questions about the CLT approach. Also, I considered these informal discussions as a useful way to promote a positive atmosphere and encourage effective communication with the participants. The main aim of the intervention was to develop my participants' understanding of the CLT approach, so I was strongly aware of the importance of keeping the participants focused on the interactional features of the CLT approach. For example, before the intervention, they asked me what “warm-up” meant; what “pair and group work” meant and also asked me to explain to them what the three “reading stages” meant because every reading lesson starts with these stages (see appendix 3). I spent time explaining the observation sheet that the participants would complete about the demonstration reading lesson I modelled with them, so that they would find it easy to use and understand (see appendix 11). Understanding the observation sheet was the first

step in helping the participants to change their classroom practice and to start considering their views about the CLT approach. It was a stimulus to help them start thinking about their own classroom practices and compare them with the way I had taught the demonstration reading lesson.

Tonna et al. (2017) argue that the mentor needs to support mentees to develop into effective and reflective practitioners. With their permission, I recorded the lesson I taught to the participants and I gave them a copy of the recording to listen to at home in their own time. I asked them to complete the observation sheet while they were listening to the recording of the demonstration reading lesson (see 5.11.3.). This step intended to increase their self-awareness, develop creative thinking skills, and encourage active engagement in the group discussion, which would take place at a later date.

During the formal and informal meetings with the participants, I was answering their questions about CLT. I saw my role as facilitator and not an 'expert' who knows all the answers and controls the discussion. I aimed to help the participants to co-construct their own understanding about the CLT approach through discussion with each other and myself rather than passively receiving the knowledge transmitted by the researcher. I managed the time and ensured the active participation of all participants during the group discussion by offering an equal opportunity for each one of the participants to ask or answer question. This helped them individually to prepare some questions about matters that were not clear for them.

During the reading lesson and the follow up discussion, I took the role of a mentor to support the teachers to develop their communicative teaching skills. The working relationship between the mentor and mentee is complex and needs careful consideration (Maldrez et al., 2007). I worked closely with my participants to offer them my insights into teaching experience that I developed through my study in the UK. I gave them space to learn and build their own experience and understanding by encouraging them to ask me questions if they felt they were not being given adequate support or if they were unsure of how to proceed with a teaching point.

The challenge in this research was to know how to provide a starting point for discussion and also how to convince the participants to feel their contributions were valued and would help to develop their teaching practice, especially since they had already had a good experience of pupils' success in examinations through teaching English by applying GTM. I used myself as an example as someone who had a wide range of vocabulary and good knowledge about grammar but could not use them to interact effectively with others in a

real situation when I arrived in the UK. I intended to do that to make them feel comfortable and be productive in their participation.

I modelled the reading lesson with my participants to help them improve their understanding of the CLT approach. I took the role of the teacher and the teachers took the role of students. The lesson was prepared to focus on some particular features such as (a) Strategies to 'warm up' the students at the beginning of the class. (b) Ways of helping the learners to use reading strategies such as skimming, scanning and predicting. (c) Approaches which could be taken to encourage the students to do all the activities in pairs or groups. (d) Teachers' moves which underlined their role as a scaffolder rather than a controller. (e) Assess their students' performance and then providing them feedback.

During the demonstration reading lesson and the group discussion, the participants were anxious and focused on their performance. They asked me after the demonstration reading lesson and the group discussion if they had done well. I provided them with positive feedback which emphasised the positivity of their responses and their openness to new ideas about teaching and commitment to making them work. The positive feedback aimed to increase the already trusting relationship and develop their confidence so that they felt ready for teaching a reading lesson with their students.

My aim was to provide the participants with practical skills, so I did not talk specifically about the theoretical aspects during the demonstration lesson because that might have affected their concentration. I preferred to model a reading lesson in front of them and follow it with a focus group discussion to help them build their knowledge and understanding of the CLT approach. Ellis (2005) argues that "teachers are concerned with what works in their own particular teaching contexts" (p.52).

Stewart et al. (2007) argues that there are several ways of conducting group discussion. The moderator or the mentor can raise some questions to help the mentee reflect and to stimulate discussion and reflections among the mentor and the mentees. Another way is that the mentor can present or demonstrate a model in front of the mentee to facilitate and enrich the discussion. It might be argued that the most important of the intervention phases was demonstration of the reading lesson with the participants because they could see how it might work in the classroom and thus would help them to construct their knowledge, beliefs and understanding about how to implement the CLT approach. Also, the importance of demonstration the reading lesson was to help the participants to convince themselves it was a good way to teach English.

5.11.3. Demonstration reading lesson

Demonstration of a reading lesson with my participants was the second stage of my research. After I had finished the first interview with my participants, I checked their time tables to arrange a date when they were all available for me to demonstrate a reading lesson with them. It was difficult to meet them together because of their timetables and also their responsibility with their families if they did not have a class. The head teacher helped me to organize the meeting with them to demonstrate the reading lesson and also for the group discussion. It proved to be as difficult to meet the teachers together to discuss the demonstration with them, so as I mentioned earlier, I met each one first individually to explain to him the observation sheet that he would use and asked him if there were any questions regarding filling the observation sheet (See appendix 10). The aim of asking my participants to use the observation sheet was to collect information relating to any kind of interaction that they had noticed that they thought might encourage the students to participate in the class. In the classroom, a number of events might take place simultaneously so the participants were asked to focus only on the interactional features as shown in the observation sheet that they could later use themselves in teaching the reading lesson with their students. I aimed to present an opportunity for my participants to see a real-life teacher in 'real-life' teaching situations and reflect on their experiences through the observation sheet.

As mentioned earlier, I developed my observation skills by observing six reading classes in Glasgow University. I had a great deal of discussion, guidance and received feedback from my supervisors after observing these classes. I developed the skill of asking myself what I am going to observe. Since interaction is the focus of this study, it was important to observe any kind of interaction that might take place in the class. For example, I observed the steps teacher did during the three reading stages. I asked myself how the teacher warmed up his/her students at the beginning of the class and how the teacher encouraged and facilitated students' participation. I asked myself what reading strategies the teachers used or how they asked the students to deal with the written text during reading stage. Finally, I noted whether the teacher asked questions or gave feedback in the last stage "after reading". I discussed all these issues with my participants while I was introducing the observation sheet to each one of them.

On the day that I was going to demonstrate the reading lesson with them, I spoke with them first for a few minutes before starting the reading lesson. I told them to act as if they were students and imagine we were in class full of students. I did that because they would

teach reading lessons with their large numbers of students. I taught the reading lesson as I prepared in the lesson plan with guidance and help from my supervisors. I demonstrated the interactional features such as collaborative learning using some reading strategies and divided the lesson into three stages. My participants participated in the lesson as if they were students. After I had finished the lesson, my participants appeared to be very happy and interested in how to apply that way of teaching with their students. We had some informal discussion directly after the demonstration of the reading lesson and their responses showed that the participants had started developing an understanding of how reading could be taught in a communicative manner. They noticed the important role they took in the class as students to participate in all the activities either in pairs or groups. Also, they recognised the importance of shifting from a teacher centred classroom to a student centred classroom. Their comments indicated that asking the students to work together to construct understanding might be more effective than their current practices, because the students would be working together to acquire knowledge and through doing so, would improve their learning skills. This lesson was recorded and I gave them a copy of the recording to listen to at home and an observation sheet to fill while they were listening to the recording of the demonstration reading lesson.

I considered teachers' listening to the recording as a process of modelling as a scaffolding strategy in which my participants would make notes about the demonstration of a new approach of teaching they did not use before. I demonstrated how reading lessons can be taught interactively and helped them to ask questions in the feedback session. The participants were encouraged to reflect on their teaching of a reading lesson through the ideas they might acquire from the observation sheet which they used during the group discussion.

There are two types of reflection as stated by Schon (1987) namely; reflection-in action and reflection-on action. My participants could use both types. for example, during the first type, teachers can think about their action in the class during their practice and try to reshape it to suit their teaching such as putting their students in groups and choosing a knowledgeable one in each group. In the second type, they will reflect back on what happened and why it happened.

5.11.4. Group discussion

Group discussion was the third stage of my research. Liamputtong (2011) argues that the researcher can use a focus group when s/he does not have enough knowledge about the participants' knowledge. During the focus group discussion, the researcher can obtain rich and detailed information about thoughts, understanding, perceptions, feelings and impressions of people in their own words. It also helps participants process information through the discussion which takes place, rather than simply receiving it (Ibid, 2011). The intention of the focus group session was to stimulate interaction between the researcher and the participants with a focus on the experiences they had had as learners. Also, I encouraged the participants to reflect on the strategies I had used in the 'lesson' and express their views on the CLT approach.

I met the participants with the observation sheets they had completed while they had listened to the recording. The three participants were interested in this session because as they told me they hoped that the discussion would help them to build an idea about how to prepare the reading lessons they were going to teach with their students. It was therefore quite difficult to keep my participants focused on the reading lesson that I had demonstrated with them. One of the aims of giving my participants the recording and the observation sheet was to focus my participants' attention on the core topic of the group discussion which is the interaction and make sure that my participants had some thoughts on it which I hoped they would bring to the discussion. It was not easy to keep my participants' focus on the task, so I adopted Bloor's (2001) approach to focus participants' attention on the task. He adopted oriented questions aimed at helping the participants to focus on the core topic "interaction" by answering and asking questions at the same time. I focused their attention to the way I demonstrated the reading lesson by asking them some questions and encouraged them to present their ideas and to ask me questions too. During the discussion, I highlighted the aims of teaching the reading lesson as I did and encouraged them to think how to put these aims into practice when they teach the reading lessons.

Hattie and Timperley (2007) focus on the importance of feedback as it can help learners and give them effective guidance to improve their learning and understand the subject being studied. They stated that feedback will be effective if there is a learning context to which feedback is addressed. The context of learning during the intervention was to support my participants to develop their knowledge of the CLT approach. Feedback can be "most powerful when it addresses faulty interpretations, not a total lack of understanding"

(Hattie and Timperley, 2007: p.82). At first impression, the participants showed some understanding of the CLT approach, but they still had concerns about some issues such as supporting students by using their first language (L1), and also how to warm up their students. At the end of the discussion, the participants told me that they could see themselves teaching the way I taught the reading lesson and asked some additional questions to help them overcome some perceived difficulties such as using English all the time etc. (more details of the findings in chapter 6).To capture the participants' perceptions regarding their understanding of the CLT approach, classroom observation was organized to allow me to ascertain whether the participants were able to put their understanding that had been developed in the group discussion into practice. "The advantage of observation data is that the investigator can 'identify an individual's actual behaviour, rather than simply record their views or perceptions"(Creswell. 2012: p. 154).

5.11.5. Classroom observation

I observed the teachers while they were teaching reading lessons with their students. As I mentioned earlier, my supervisors advised me to observe some reading classes in Glasgow for English language learners before travelling to Libya to observe my participants. That helped me very much during my field work. As I mentioned before, those teachers had never been interviewed or observed, so I did my best as an observer to prevent or at least minimize any impact on the classroom. My role in the class was observer-as-participant as defined by Robson (2002) as: "someone who takes no part in the activity, but his status as a researcher is known to the participants" (p.319).

My focus in the class was on the teacher and the students who were attending as in a normal class. I put the voice recorder on the teacher's table to record the lessons and sat at the back of the class to take some notes that I aimed to use with the recording while filling the observation sheet. Field notes can be added as evidence to give meaning and help in understanding the phenomenon. According to Bogdan &Bildenfield notes are "the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in qualitative study" (2007:p. 108). I tried to be as unobtrusive an observer as possible. Rubin and Babbie (2012) mention that an observer needs to blend himself in the setting in such way that his presence is not noticeable for the teachers who are being observed.

After I had finished classroom observation with the three participants, I asked them for the final interview to investigate their perspective about using this approach.

5.11.6. Final semi-structured interview

I conducted a face to face final semi-structured interview with each teacher. After the classroom observation that I did with the participants, it was important to interview them to understand their perspectives about applying the CLT approach. The focus in the final semi-structured interview was to discuss questions generated from the classroom observation. For example, I asked them if they had faced any difficulty during teaching the reading lesson. I asked them about some decisions they had made in the classroom such as putting a leader in each group or encouraging their students to participate even in Arabic. Also, I asked them if they can teach interactively and how they felt when they tried to teach in a different way. This final interview helped me to understand their beliefs about applying the CLT approach instead of depending on my own inferences.

5.12. Trustworthiness

Thomas and Magilvy (2011) argue that establishing rigor is an essential aspect when conducting a qualitative study. Hence, the qualitative researcher needs to ensure that the study is considered trustworthy, unlike a quantitative study, where researchers utilise the concepts of reliability and validity to assess the findings of a research study. The term reliability means “the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances” (Dornyei, 2007:p. 50). Validity is essentially concerned with “a demonstration that a particular instrument in fact measures what it purports to measure”, and the generalisation of the findings of the study reflects how these findings can be applied to a larger population (Cohen et al., 2007: 105). However, the aim of qualitative research is not generalisation. Its purpose is to investigate the holistic phenomenon in different contexts. Due to the differences between the nature and aims of qualitative and quantitative research, the terms validity and reliability do not fit when evaluating qualitative research (Thomas and Magilvy, 2011).

Another reason for not employing the constructs of reliability and validity in this research is that I worked with three participants and the findings of this study will not result in generalizable findings or outcomes. Therefore, I followed the notion of trustworthiness that was mainly developed by Lincoln and Guba (1985) in this study to describe the rigor of qualitative research. "The aim of trustworthiness in a qualitative inquiry is to support the argument the inquiry’s findings are worth paying attention to" (Lincoln & Guba, 1985.p:290).

According to Given (2008), in qualitative studies, trustworthiness has been considered an important concept because it helps the researcher to describe the virtues of qualitative terms outside the parameters that are typically applied in quantitative studies. Also, Cohen et al. (2011) suggest that the concept of generalisability could be replaced by the words trustworthiness or transferability when used in different situations. Therefore, the concepts of reliability and validity as used in quantitative research should be replaced by analogous terminology such as: credibility, transformability, dependability, and confirmability when we judge qualitative research (Brown and Rodgers, 2002).They clarify these terms as follows:

> *"Credibility is essentially the believability of the results for a qualitative study, which is roughly analogous to the concept of internal validity in quantitative studies. Transferability is the degree to which the results of a qualitative study could be transferred to other settings (particularly the setting of the particular reader), which is loosely analogous to the concept of external validity in quantitative studies. Dependability is the consistency of the results of a qualitative study or the degree to which they can be trusted, which is roughly analogous to the concept of reliability in quantitative studies. Confirmability is the degree to which qualitative results are or could be corroborated, which is roughly analogous to objectivity in quantitative studies" (P.242).*

To address the rigor of trustworthiness of this study, I will describe Lincoln and Guba's initial arguments (1985) about the four aspects of trustworthiness in this study that were developed by Brown and Rodgers (2002) and Given (2008).

5.12. 1. Credibility

Jensen (2008) suggests that to increase the credibility in a qualitative study, researchers need to follow a number of methodological procedures namely: time: "prolonged engagement", triangulation, member checking, and colleagues who are doing doctoral studies in a similar field, in my case, Teaching English to speakers of other languages (TESOL). He recommends prolonged engagement between the researcher and the participants to establish a relationship of trust between each other and also to help the researcher to gain an adequate understanding of the context where the participants work.

I spent three months in the field with the participants to collect my data. I had taught English in the Libyan secondary schools for many years and I was already familiar with

the context. However, the three months helped me to gain a deeper understanding of the current situation in the Libyan classroom. During this time, I built a good relationship with my participants so that I could obtain as much information as possible about their perspectives on teaching English and to gain their trust which contributed to encouraging them to be open and honest. I followed Flick's notion (2014) and tried to be a part of my teachers' social life. I met them many times out of the school in which I conducted my research in informal locations, such as a coffee shop. We spent a great deal of time talking about the difficulties that Libyan teachers might face in their daily life such as the low salary and the unsafe situation in Libya. As I did that I built a good relationship with them. I worked hard to create a less hierarchal relationship with my participants which in turn helped them to be open about the multiple realities about teaching English in the Libyan secondary school classes. As mentioned in chapter 2, the education system in Libya is centralised in which teachers' opinion is ignored, so it was important to create less hierarchical relationships with them. For example, I gave them enough time to express their opinion about the updated curriculum and teaching English in Libya. I listened carefully to their discussion and took their suggestions into consideration to show them how their opinion was important.

During the intervention, I used some phrases such as "act as if you are students", and "imagine you are in a class full of students", as I wanted them to reflect on and to understand the needs of their students and what support they might provide to their students to communicate in the class. I wanted them to put themselves in the place of their students and respond as they might if they were actually learners.

With reference to triangulation, Cohen et al (2007) mention the importance of considering trustworthiness in qualitative research, which is "addressed through the honesty, depth, richness and scope of data achieved, the participants approached, [and] the extent of triangulation" (p. 133). According to Golafshani (2003) and Denscombe (2007), different methods can be used to investigate thecredibility of data emerging from interviews and classroom observation. Golafshani (2003) states that "Engaging multiple methods, such as, observation, interviews and recordings will lead to more valid, reliable and diverse construction of realities" (p.604). Yin (2003) adds that the use of mixed methods by the researcher can help to obtain more detailed data about the phenomena under investigation. In my research study, a multi-method approach to the research was applied, namely initial semi-structured interviews, an intervention represented in demonstrating a reading lesson followed by group reflection and discussion and classroom observation sheets that the

participants filled in while I was demonstrating the reading lesson with them as well as my observations of them teaching reading lessons with their students, and finally, semi-structured interviews.

Bryman (2008) argued that using a mixed method technique can increase the credibility of a qualitative study because that will allow in-depth description and investigation of patterns and processes of social interaction. Furthermore, using mixed methods can provide the flexibility to fill the gaps in the available data and give different perceptions on the investigated phenomena and that will increase the validity of the research (Adamson, 2003).

I applied a member checking procedure of the transcripts of the dialogue to increase the credibility of the research. According to Johnson and Waterfield (2004), Guba and Lincoln (1985) encourage the researcher to employ member checks to bolster the credibility of the research. In order to conduct checks relating to the accuracy of the data collection dialogues, I asked the participants to listen to the recording at home to check if their words matched what they intended to say.

During the procedure of data analysis, I had several meetings with my supervisors in which we discussed in detail the analysis process and the findings of the research. They provided me with feedback that constructively helped me to look at the data from different perspectives and to gain a holistic picture of the phenomenon under study. Also, we had detailed discussion about the initial depth of coding and the emerging themes to allow me to look at different perspectives to show the trustworthiness of the data.

5.12. 2. Transferability

Silverman (2013) argues that qualitative study results are usually specific to a small number of individuals in particular environments, so it is difficult to ensure whether these results are applicable to other contexts and settings. However, Charmaz (2005) stated that the findings of good qualitative research "could be extrapolated beyond the immediate confines of the site, both theoretically and practically" (p. 528). Lincoln and Guba (1985) argue that to allow others to determine whether the research findings are transferable to other contexts and populations, researchers should provide background information about the context in which the research was conducted and a detailed explanation of their research design. I provided a full picture of the context of the study (see Chapter 2) and

rich information about the research design in that I presented clear details about the process of data collection and analysis and the participants in this study (see Chapter 5).

As the researcher in this study, my view is that the findings of this research are helpful to both the field of education and teacher education and I believe it can be used by other researchers in contexts where teachers are struggling to implement the communicative approach, because of lack of support or training. I have experience in teaching English in Libya and thus I already had the background necessary to understand the literature on teaching English in Libya that led to an understanding of how EFL Libyan teachers might be supported to develop their communicative teaching skills. Understanding the literature about Libya comes from several studies conducted in the Libyan context which revealed the same situation in teaching English (Alhmali, 2007; Aldabbus,2008; Orafi,2008; Elabbar,2011; Shihiba,2011; Abushafa, 2014; Alshibany, 2017; Al-Fourganee, 2018).

5.12. 3. Dependability

In my research, the dependability is addressed through providing extensive explanations about the research design, the process of data collection and the research tools used in this research. Reporting the processes used in this research in detail should help further researchers in the Libyan context to conduct similar studies.

5.12. 4. Confirmability

According to Herr and Anderson (2005), confirmability helps the researcher to limit his/her bias in interpretation and analysis of the data. I attempted as a researcher to overcome the potential biases in my interpretation and analysis of the participants' views to ensure the confirmability in this research. One of the three participants was my own teacher, and that could have led to biases because of the cultural sensitivity in Libya. At the beginning of our meeting, I felt that he was the more powerful person and that I felt inhibited because of my respect for him and my wish not to offend him in any way, by suggesting that his way of teaching English was not as good as a CLT approach, but he considered me as a fellow professional who was attempting to develop his teaching skills and not judging him. It is commonly known that, in Libya, the teacher is treated with deference, even when the student is no longer at school, and this respect remains for life, because of the norms of politeness in the Libyan culture (see chapter 2). I strove to eliminate bias and treat all the participants in the same way. For example, I offered them an equal opportunity to ask and answer questions during the group discussion. Also, I did not

interfere in their responses or ask them leading questions. I interpreted the participants' views regarding teaching English by doing my utmost to remain as objective as possible, despite the cultural imperatives of respect and deference. I attempted as a researcher to overcome the potential biases in my interpretation and analysis of the participants' views to ensure the confirmability in this research. Thomas and Magilvy (2011) state that researchers must take some steps to ensure as far as possible that the study's findings are the result of the experiences and ideas of the participants, rather than the researcher's characteristics and preferences. I was aware of my role as a researcher and how it might affect the interpretation of the data. For this reason, I clearly described my positionality in this research (See 5.10.).The interpretive paradigm that I adopted in this study and the respectful relationships that I established with the participants helped me to obtain a rich insight and understanding of participants' behaviour and practice in the classroom, and also an explanation of their actions from their own point of view without the researcher leading them. I utilised different types of data collection as mentioned earlier to ensure triangulation was present during the study which in turn will strengthen confirmability, rather than using only one method of data collection.

5.13. Theoretical basis of the analysis

The aim of the researcher is "to generate a theory to explain what is central in the data" (Robson: 2002: p.493). In the theoretical basis of the analysis in this study, a grounded theory (GT) approach was used to obtain appropriate data analysis within the research design. GT is a systematic methodology in the social sciences that helps researchers to develop a theory which gives an explanation about a problem and suggests how that problem is resolved or processed (Glaser and Strauss 1967). It was developed by Glaser and Strauss (1967) to bring theory and empirical research together. Their work on the GT was to shift from investigating theory to generating new theory. Charmaz (2007) states that GT primarily concentrates on the discovery of theory development in contrast to the hypothetico-deductive approach which depends on prior theoretical frameworks. Cooney (2011) suggests that strictness is implicitly built into the GT and that transparency of the researcher while s/he is conducting the research is necessary to indicate the credibility of the findings.

I worked with my three participants in a live setting "classroom" to obtain my data through interviewing and observing them. A constructivist GT approach situates the researcher as interpreter of data, active in translating and representing participants' lived experiences and

covert social processes (Charmaz, 2007). In my research, I followed the methodological suggestions that Charmaz (2007) made in her version of GT which differed from the suggestions made by Glaser (1967). Glaser did not consider the importance of the literature review in the substantive area and related areas where the research is done. He stated that once the researcher is nearly finished sorting data and writing up, then the literature search in the substantive area can be achieved and woven into the theory as more data for constant comparison. Charmaz (2007) argues that the researcher can create both data and analysis from sharing experiences and relationships with the participants in the study. Additionally, there is greater flexibility in her version, as the literature review can help the researcher to enhance his/her knowledge and find the gap in the literature and also increase the focus of the research. Bryman (2008) adds that GT can help the researcher to build knowledge about the data through the use of themes and codes, where the analysis is an interactive process between the researcher and the data.

5.14. Preparing data for analysis

5.14.1. Recording and transcribing data

Before collecting my data, I informed my three participants that the first and second semi-structured interview, the demonstration reading lesson that I taught with them, the group discussion and the class room observation would be audio recorded. They were also informed in a plain language statement. They were given a consent form and they agreed and signed it. First, I tested the quality of the voice recording and then placed the voice recorder near the participants during the all stages of the research to avoid the risk of losing any materials. Al-Yateem (2012) argues that using audio and video recording can offer much to the researcher, but they might influence the quality of data, therefore I used an unobtrusive small device and the aim was that the participants would forget they were being recorded and be more open in their discussion. The researcher also used the audio-recording in "making notes from memory after the interviews to avoid losing material" (Abdul-Rahman 2011:p.100). The audio-recording was sometimes not clear, because during the classroom observation, the teacher needed to move around the class when he wanted to support the students during the group work activities, so I placed one recorder on the teacher's desk and the other in the middle of the class.

After each interview, group discussion and classroom observation, I transferred the recording to my computer and saved the recorded files to listen to and transcribe. I

transcribed all the obtained data manually. I did not need to spend a lot of time translating the transcriptions because my participants were insisting on using English; it was not their first language and therefore there was a danger that they might not be able to express themselves as they wanted to. Squires (2009) argues that some concepts in one language might be understood differently in another language, so I made sure that the things they said were a true reflection of their views. I started reading all the transcriptions to be more familiar with the data and have a complete an understanding as possible (Ali, 2008). I immersed myself in the data and started to understand issues that were arising, while doing the transcriptions. I was able to highlight some quotations when transcribing the data which helped me to know how my participants were teaching the reading lessons and how they reacted in the classroom after the support I provided them during the group discussion.

5.15. The procedure of data analysis & coding

In the next section, I will provide more details about the processes adopted for analysing and coding data, namely recording and transcribing and coding the data for analysis. These processes guided analysis of data from the development of descriptive to explanatory accounts.

5.15.1. Coding data

Strauss (1987) states that a researcher who is interested in conducting qualitative analysis should learn how to implement the process of coding accurately. The researcher needs to code the data to capture the main content of extracts of the data because coding is the fundamental link between data collection and explaining the meaning of the data (Charmaz, 2007). Glesne and Peshkin (1992) mention the importance of coding which helps the researcher to organise and define the collected data such as interview transcriptions and observation notes that are suitable to the purpose of the study. Smith and Davies argued that “coding does not constitute the totality of data analysis, but it is a method to organise the data so that underlying messages portrayed by the data may become clearer to the researcher” (2010:p.155).

Stausberg and Engler (2011) and Saldana (2016) argue that coding is an interpretive activity and that might result in the possibility for two researchers to allocate two different codes to the same data, but the researcher’s interest and the context in which the research is conducted will determine which codes the researcher attributes to the data. Saldana (2016)

argues that during the procedure of coding data, the researcher might find some codes began to appear repeatedly and that might be an indication of emerging patterns. These patterns or similarity among the codes might lead to categories.

As I was following the principles of GT, I used different types of coding in this study for data analysis namely initial coding, axial coding and selective coding. These types of coding helped me to define themes, patterns, and categories and therefore ensure that all research questions were addressed (Robson, 2002 & Charmaz, 2007).

5.15.1. 1. Initial coding

Strauss & Corbin define initial coding as the "process through which concepts are identified and their properties and dimensions are discovered in data" (1990:p.101). The first stage of coding was done by reading the transcriptions (of interviews, group discussion and the observation notes) to explore and code the concepts that were considered to be important and relevant to the research questions. I broke down the data and then grouped them together to create categories. I coded anything that might be relevant to the research questions. That was the first step of organizing themes in the data.

Researchers can code data either electronically or manually; that depends on some factors such as the size of the research and the number of the participants in the research. According to Basit (2003), coding qualitative data manually seems to be appropriate, because that diminishes any mistakes the researcher might make or misinterpretations, and subsequent loss of validity, as a result of coding the data electronically. I therefore coded the data from the interview and group discussion transcriptions and observation notes manually. The first step of coding the data resulted in a huge number of codes which were difficult to manage. I had to reduce these codes and group them under broader categories, so I reread the transcriptions and the observation notes again to put the codes that shared the same features together under a more general category. For example, the data showed that in illustrating the challenges for implementing the new EFL policy "time" mixed gender" large classes" and exam pressure were mentioned. All these codes were categorised under "constraints for implementing the new EFL policy (See appendix 12). There was a huge mass of data, so I saved the data to the computer and used different colors for the emerging codes to facilitate the analysis. In order to manage the data easily, I put each code which represented one theme in a separate Word file. Blakeslee and Fleischer (2007) state that saving the data onto the computer helps the researcher to be organised and reduce the possibility of losing data.

I used a microanalytic coding process, although Allan (2003) criticises the microanalysis of data because it is a time consuming and picking over words individually might confuse the researcher. A microanalytic coding process, however, helped me to code the data word-by- word to give the accurate meaning of words and sentences and also all data were accepted as I included every bit of the data, which allowed for themes to be found.

5.15.1. 2. Axial coding

Axial, or thematic, coding is the "process of relating categories to their sub-categories, termed 'axial' because coding occurs around the axis of a category, linking categories at the level of properties and dimensions" (Strauss & Corbin, 1990: 123). In the second stage, I edited existing codes through merging similar ones and removing irrelevant ones to discover commonalities and differences among the data. I then connected the categories together and defined their properties. As a consequence, core categories began to appear which highlighted areas such as what teachers see as the main challenges for implementing the new EFL policy.

5.15.1. 3. Selective coding process

Selective coding is the "process of integrating and refining the theory derived" (Strauss & Corbin, 1990:143). In the last stage, I identified the main themes and reviewed them continually to create an apt conceptual framework for the research. To establish the appropriate conceptual framework for my research, I read continually and refined the themes. I developed a number of themes during the analysis of interview and group discussion transcriptions and observation notes. Selective coding was the final stage in analysing my data. According to Mills et al. (2010) selective coding refers to the final stage of data analysis to be completed after core concepts emerging from the coded data categories have been identified through open and/ axial coding (p.157).

5.16. Theoretical coding

Theoretical coding refers to the phase where the researcher selects the theoretical category or theme that works like the umbrella that covers a number of categories or themes. In this phase the researcher has reached the point of saturation and theory can emerge from saturated categories and themes. Charmaz (2007) argues that theoretical coding defines possible relationships between categories that have been developed in focused coding which can help the researcher to make the analysis comprehensible and coherent and also answers the why and how questions to explain the phenomena. Hallberg (2006) adds that it

provides analytical criteria that are beneficial to develop conceptual relationships between the saturated categories and how these categories are relevant to the literature. The following figure illustrates the phases of coding data.

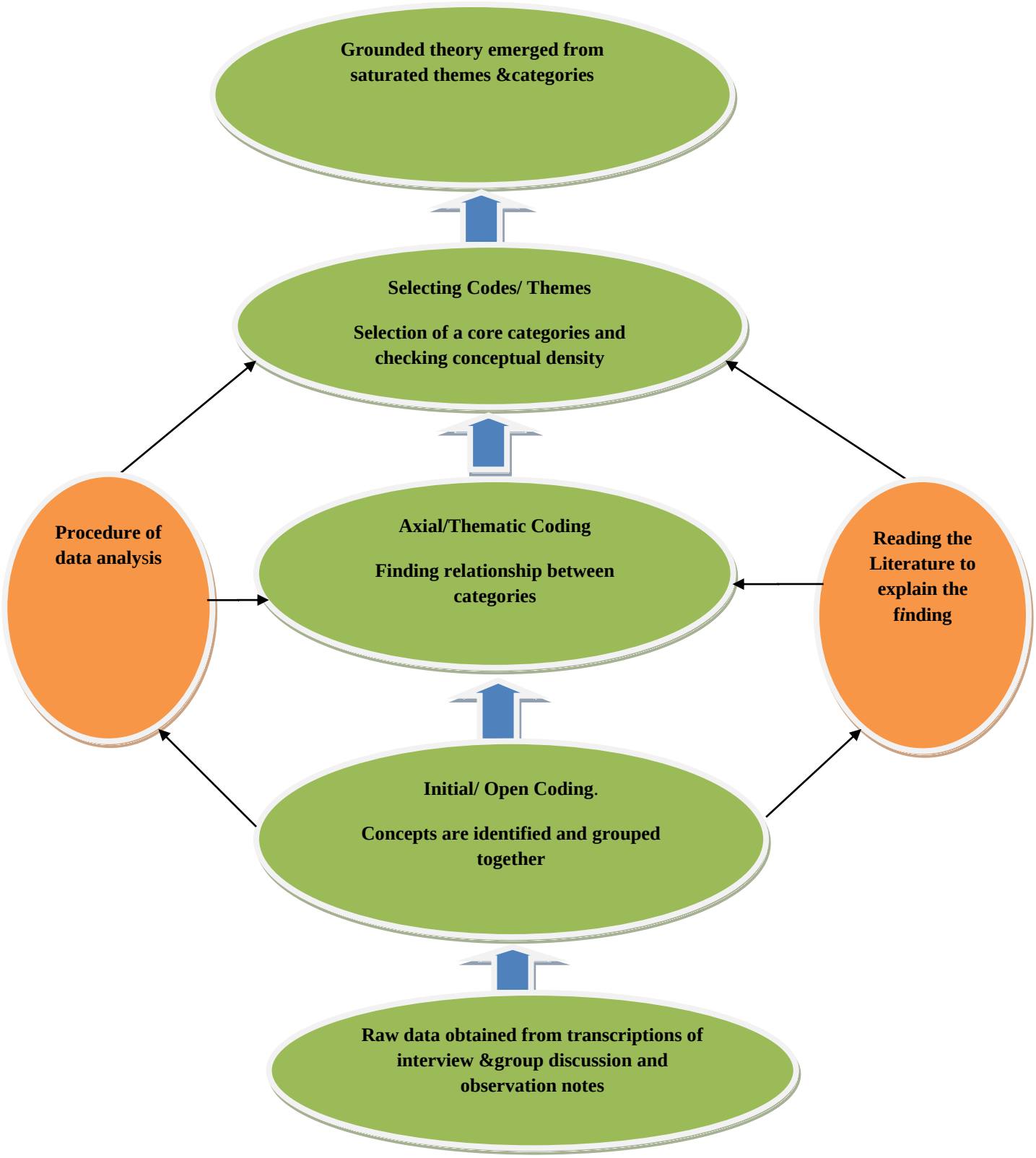

Figure: 5.3.Data analysis process of Grounded theory approach

5.17. Summary chapter

This chapter presented the methodological framework of the research design. It explained the theoretical paradigm underpinning the methodology used. Then, the method of data collection in this research was explained in detail. The background setting and the participants were described. Ethical issues related to this research were presented. In addition, issues of the validity and reliability were discussed. Finally, it outlined the processes of data analysis. In the next chapter, I am going to present my analysis and explain the findings.

Chapter Six: Findings:

6.1. Introduction

As explained in chapter one, the specific concern of this study was to develop a better understanding of how to support EFL Libyan teachers to apply the communicative language teaching approach **(CLT)** and encourage their students to practise the language communicatively. This was especially important as they had not been given an opportunity for appropriate training (Orafi& Borg, 2009). The research adds to knowledge in this field by investigating Libyan EFL teachers' understanding of the strategies that can be used in teaching reading lessons. Orafi (2008) conducted research to investigate teachers' practices and beliefs in relation to curriculum innovation in English language teaching in Libya. However, it is worth noting that this is the first research study focused on teaching reading interactively in the Libyan context where I conducted this research.

This chapter provides an overview of the analysis of the data obtained from the three participants (See figure 6.1). These themes were important for this research. The data obtained were analysed in three stages. The first and the second stage encompass teacher's beliefs about the Libyan textbook, their beliefs about teaching reading and then their beliefs about collaborative learning "asking questions and scaffolding" before and after the intervention. The third stage concerned their perceived opportunities and challenges for implementing the new EFL policy. Finally, the chapter summarises the findings.

This chapter also provides details of the analysis of all the data to answer the research questions in this study. The research questions as shown below:

Overarching question:

- How should EFL Libyan teachers be supported to enact the new EFL policy in Libyan secondary schools?

The three sub-questions are as follows:

i)- What development needs have Libyan teachers identified as helpful to enable them to sustain an interactive teaching and learning approach?

ii)- How can demonstration and mentoring support EFL Libyan teachers to implement the interactive approach advocated in Libyan EFL policy?

iii)- What do teachers see as the main opportunities and challenges for implementing the new EFL policy?

6.2. Presenting the analysis of the findings

This section is dedicated to the analysis and presentation of the findings of the study using information gained from a variety of data about teaching reading in EFL Libyan secondary school classes. In accordance with Cohen et al.'s recommendations, (2007) several tools were used in this research in order to generate credible knowledge and obtain trustworthiness. These tools were designed to obtain information related to EFL Libyan teachers' practice in teaching reading in Libyan secondary school classes. Jang et al. (2008) mention the importance of using a multi-method data collection by the researcher, because that helps the reader to see the connection between the data and the research questions. For example, the first interviews were used to gather rich data about teachers' stated practice in the classroom and their understanding of the communicative language teaching approach (CLT). The aim of demonstrating a reading lesson and conducting a group discussion as intervention was to develop the teachers' knowledge and understanding regarding teaching reading interactively. Classroom observation was employed to explore the nature of interaction in the classroom after the workshop and discussion and whether and how the teachers might put the communicative approach into practice. Finally, final interviews after the demonstration and discussion and the observations investigated teachers' perceptions about the CLT approach and their ability and motivation for implementing it.

Cohen et al (2007) define data analysis as the "reduction of copious amounts of written data to manageable and comprehensible proportions" (p: 475). Cohen et al (2007) suggest presenting "all the relevant data from various data streams (interviews, observations, questionnaires etc.) which are collected "to provide a collective answer to the research questions" (p: 448). According to Dawson (2002) the researcher can use the literature review to help him to support emerging results. Moreover, flexibility in qualitative data analysis enables the researcher to use the most appropriate method for the study.

Glesne and Peshkin (1992) argue that during the data analysis process, the researcher needs to organise what s/he has heard, seen and read so that s/he can make sense of what s/he has learned. The researcher uses the analysis to communicate to the reader through appropriate examples or telling quotation (Robson, 2002). Hence, the data gathered from the interviews, focus group discussion and classroom observations were used to "form explanations and theories that are grounded in the details, evidence, and examples" (Rubin et al., 1995:4).

It was important for me to select the appropriate method for data analysis, because it is the basic factor in the success of any research (Dawson, 2002). Although there are many different methods for data analysis the researcher can use, such as conversation analysis, text analysis, discourse analysis, grounded theory **(GT)** and content analysis, GT was chosen in this study, as stated in chapter five where the methodology is discussed.

The data is presented based on the themes which emerged from the data to address the research questions. I have used extracts from my data to support points, based on the advice highlighted by Braun and Clarke (2006) who encourage the researcher to "choose particularly vivid examples, or extracts which capture the essence of the point you are demonstrating" (p. 23). Also, Hatch (2002) states that "researchers should provide excerpts from their data to give the reader a real sense of how what was learned played out in the actual settings examined" (p. 225).

6.3. Conceptual framework of data analysis

The findings in this section are presented under three headings namely; Teacher's beliefs about the Libyan textbook, their beliefs about teaching reading and then their beliefs about collaborative learning (See figure 6.1). These headings derived from different sources: the first and final interviews, group discussion and classroom observation. Gusky (2002) argues that beliefs play an important part in driving peoples' actions; however, reflection and practice might lead to changes in beliefs. He adds that changes in beliefs happen after teachers try alternative practices following an intervention such as the one that I conducted to develop my participants' understanding regarding the CLT approach. This notion led me to consider the importance of teachers' beliefs to answer the research questions based on emerging themes. The themes below are related to question (i& ii). These themes were developed during the analysis of the whole data set. It took a long process to obtain these themes. I read the transcribed data many times to construct the first list of codes. I checked them iteratively to discover similarities and differences to identify these themes.

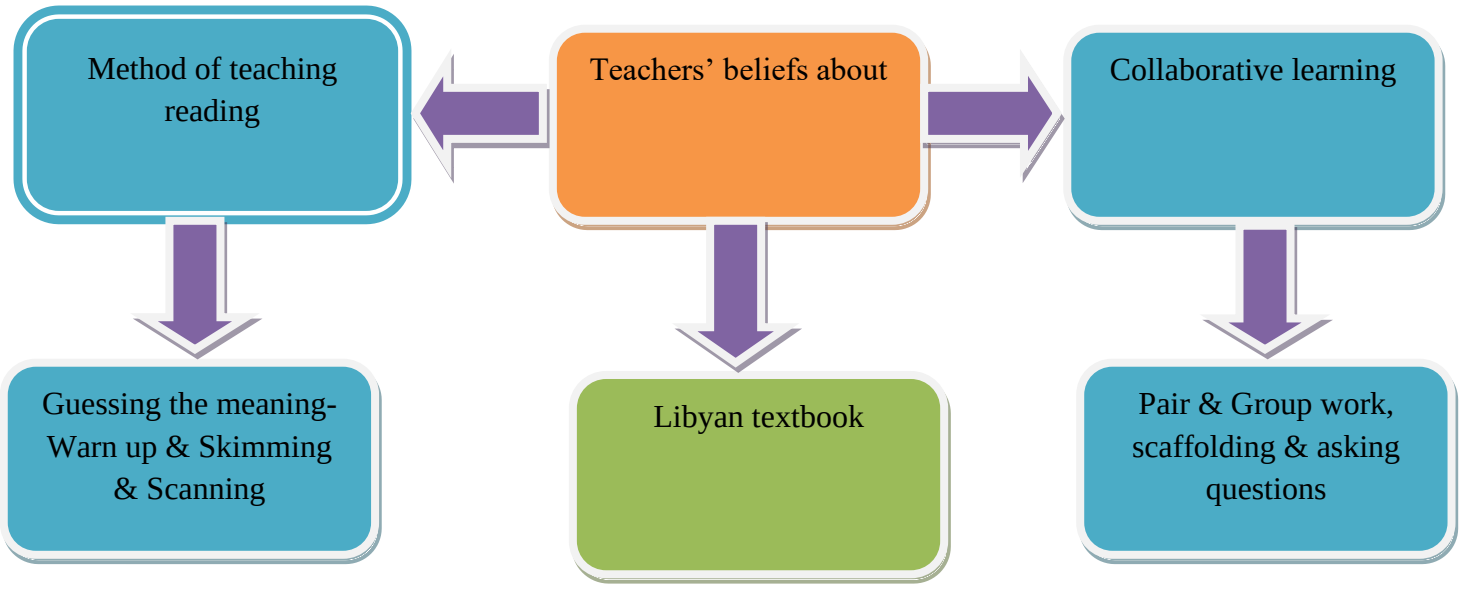

Figure: 6. 1. Themes for questions i&ii

The aim of designing the framework above was to be able to assimilate the findings concerning the different issues involved in order for the analysis to make sense of data. These themes reduced the volume of data and helped me to manage the data during the analysis.

In this section, the analytic process started with the teachers' knowledge about teaching reading before the research intervention and then proceeded to dig deeper to investigate to what extent intervention can support them to develop their knowledge and practice in teaching reading. The result of this study could show how intervention can be effective in helping EFL Libyan teachers to develop their knowledge and understanding of communicative teaching skills.

According to Aldabbus (2008), Orafi (2008) and Elabbar (2011) who also completed studies in the Libyan context, EFL Libyan teachers prefer to apply the grammar translation method **(GTM)** because they consider it the appropriate method to help the students to pass the exam. I conducted this study to understand what might be done to support EFL Libyan teachers to teach reading interactively while still preparing students appropriately for the exam; this was especially important as they had not been given an opportunity for appropriate training (Orafi& Borg, 2009).

6.4. Teacher's beliefs about teaching English

The analysis in this section focuses on teachers' beliefs about teaching English, starting with how the teachers' beliefs about the textbook might affect their teaching, their method of teaching reading and also their beliefs about collaborative learning before the intervention, drawing on data from the first interviews. I then will investigate how their beliefs might have changed after the intervention drawing on data from the group discussion, classroom observation, and the final semi-structured interview. That data obtained after the intervention helped me to see the effectiveness of the work that I did with them. As mentioned earlier, quotations and examples are used from the data in order to support reasonable interpretations of the relationships between these themes before and after the intervention.

Horwitz (1988) stated that teachers' beliefs about how language should be learned probably influence their way of teaching. For example, in the Libyan context teachers believe that teaching vocabulary and grammar is the best way for their students to learn the language, so they spend most of the time teaching vocabulary and grammar and do not try to change their practice in the class (Aldabbus, 2008).Latiwish (2003) and Elabbar (2011) showed that the students' role in language learning is to sit and listen carefully to their teachers and speak only if they are asked to answer questions. In these kinds of classes, the students are given little time to participate in the class. Orafi (2008) argues that Libyan students do not start any discussion with their teachers due to the Libyan culture in which students have to follow their teachers even if they disagree with their points of view.

Holec argues that "teachers should go through the process of "deconditioning" to rid themselves of preconceived prejudices which would likely interfere with their language teaching" (1987:p. 27). In the light of the above discussion, it was important to investigate how EFL teachers perceived the idea of teaching reading and what their knowledge was about teaching strategies to develop the learners' communicative skills and whether the workshop and the discussions afterwards led them to reconsider previously held beliefs.

Theme	Teachers' beliefs about teaching English
1-	Teachers' beliefs about the Libyan updated textbook
2-	Teachers' beliefs about method of teaching reading.
3-	Teachers' beliefs about collaborative learning i.e. group & pair, scaffolding & asking questions

Table: 6.1. Teachers' beliefs about teaching English before the intervention:

6.4.1. Teachers' beliefs about the textbook before the intervention

In the classroom, the teacher could be considered the main actor in the process of teaching and learning, so it was important to obtain the teachers' views concerning the use of the Libyan updated textbook in teaching reading in the secondary school. Aldabbous (2008) argues that teaching English in Libya depends totally on helping the students to pass the exam which focuses on grammar rules and word memorization and does not give any opportunity to the students to participate in the class. However, the updated textbook lays greater emphasis on using the language to learn it through directed interactive collaborative tasks. So, it was necessary to investigate teachers' beliefs about the CLT approach embodied in the updated textbook. Spolsky and Sung (2015) state that teachers' beliefs are the key element in determining teachers' rejection or adoption of educational innovations. Therefore, it was important for me to investigate the existing beliefs of the teachers before the intervention.

The teachers' responses to one of the questions in the first semi-structured interview - *What is your view about the strengths and the weakness of the new textbook?* - showed that the three participants had some positive and negative points to make regarding the updated textbook. For example; participant W mentioned his views about the textbook as follows:

In my opinion, the most strength point about this textbook is the way that it is used to make students use more of the skills of the language and training their tongues and brains to use the new language, sharing teaching process with the teacher makes it more active and more interesting. Also, this book gives the chance for the learners to be involved in pre-reading, during-reading or post-reading actions and gives the opportunity to discuss the text by the teacher and the students. (TW)

On the other hand, I think the weakness in this book is that it presents a very high level [of English] comparing with Libyan student's level. This book is designed for the secondary

school class in which the time for each lesson is just 40-45 mins and that makes it very hard for both teacher and students to finish the course book on the time given. (TW)

The same Teacher W mentioned a further negative point about the textbook in the final interviews:

In the updated textbook the reading lessons are two lessons in one, so as teachers we do not have time to ask questions. (TW)

Similarly, Teachers Y and A mentioned similar positive and negative points about the textbook. For example, Teacher Y mentioned the positive and negative points about the textbook:

The strengths in this book is that it focuses on pair and group work and asks the students to take a part in the class and use the language. These activities can give important chances for students to practice the target language in different situations. Also, it is practical and not theoretical and that helps the teacher and the students to be active and try to speak the language all the time. This textbook challenges Libyan English teachers' and students' communicative skill, because the teachers and students used to the old textbook which is very easy and the teacher has to do all the work for the students. (TY)

The weakness for the new Libyan textbook is that the level of the activities and the reading lessons are difficult to the students to do them, because of their low level. (TY)

While Teacher A mentioned the positive and the negative respectively:

I find the strengths of the Libyan textbook in some points like that the teacher work is very limited and the students must work in the class all the time to answer the questions which are in every lesson. It helps the students to use four skills. (TA)

I see the textbook has some weakness. This book does not take teachers and students level [into account]. It has a high level. There is no connection between the units; means there is no building for the knowledge on the next knowledge. (TA)

These participants' responses illustrate positive and negative opinions about the updated Libyan textbook. It is important to mention the teachers' positive opinions about the Libyan textbook as they mentioned that the textbook employs a student-centred approach (SCA) and provides the learners with opportunity for the collaborative work which was not part of their previous classroom practice. The quotations above showed that the participants think the level of the textbook is higher than the students' and the teachers'

level. Also, the time is very short to do all the activities in one class. The negative opinions about the textbook might influence their teaching in the way of providing the students to do group activities as they see a gap between the textbook and students' level. This opinion may also cause frustration to the teachers and affects their attitude to teach English since the textbook plays an important role in teaching and learning English (Omar, 2014).

From their positive opinion about the textbook, the teachers have shown a good understanding of CLT principles with regard to the use of the textbook; however, it also seems that despite being able to identify positive advantages, they were still teaching in the traditional way. That might due to reasons that needed to be investigated regarding the challenges and opportunities for implementing the new EFL policy. For example, they might lack the skill to organise the learners to work collaboratively or the lack of enough training to implement this curriculum.

Orafi (2008) conducted a research study to investigate teachers' beliefs and practice in relation to curriculum innovation in teaching English in Libya. The research study revealed that teachers' beliefs affected their way of teaching. For example, a teacher might use new curriculum materials without changing the teaching method or they may implement the new materials and change some teaching behaviour without changing their beliefs. Fullan (2001) argues that curriculum innovations that do not include changes in teachers' beliefs and their teaching approaches are probably not important changes at all. Chan (2002) reports that many teachers preferred to apply their traditional methods of teaching when they started experiencing the curriculum changes introduced by the reformers which they felt were inconsistent with the reality in the classroom because of its complex structure. This aligns with Orafi (2008) and Shihiba (2011) in their research about the implementation of the CLT approach embodied in the Libyan updated textbook. They argue that EFL Libyan teachers were asked to implement the updated curriculum without being given appropriate training to put the curriculum innovation into practice. That led them to follow the GTM they were used to. Although the updated Libyan curriculum was designed to be taught interactively, EFL Libyan teachers have so far failed to apply changes embodied in this curriculum, because this curriculum as stated by Orafi (2008) was developed through a top-down policy (see 2.2.4). Moreover, the teachers' role was ignored and they were not given appropriate training to implement this curriculum (Orafi& Borg, 2009). The findings show that teachers' opinions about the textbook were positive and they understood that it could help them to apply the communicative approach but they needed sufficient training to develop their knowledge and understanding about how to

implement the CLT approach, as the difficulties they cited appeared to be perceived as barriers to teaching interactively. More quotes from the initial semi-structured interview were used in (6.4.1.) as examples to show the participants' positive opinions about the text book but how they were uncertain how to implement a communicative approach with students.

6.4.2. Teachers' beliefs about the method of teaching reading before the intervention

In this section, I will analyse the data obtained from the first interviews regarding the method of teaching reading as stated by the participants.

The teaching method is the method or approach that teachers use in the class to enable students' learning. Westwood (2008) argues that teachers adjust their teaching method to be appropriate and efficient depending on factors such as; their learners' learning needs, the materials they are using in class and the objectives set for learning. He adds that selection of teaching methods must consider not only the nature of the subject matter but also how learners learn. In the Libyan preparatory and secondary educational system, the new textbook was introduced to be taught interactively to develop Libyan students' communicative skills. In the first semi-structured interview, before the intervention, the three participants showed that in terms of their beliefs about the teaching method they were using they were concerned about the shortage of time allocated for each class and the pressure they felt to finish the textbook during the year. As a result, they stated that they preferred to do all the work for their students, such as selecting the new words and writing them on the blackboard with their equivalent meaning, also explaining the grammar rules for each lesson. They said they used Arabic because their students would not understand if they speak English. In this interview extract, participant W responded when I asked him *"How do you like to teach English in general and reading specifically?*

I am focusing on some key sentences in each lesson, vocabulary and grammar with using a lot of students' first language. Students need to record what I am saying and explaining because that will help them too much in their exam. (TW)

The responses from Teachers Y and A were similar to those of Teacher W regarding their beliefs about the teaching method. For example, Teacher Y stated:

First, I have to write the title of the lesson on the blackboard and translate it, then go to the passage and select the new words and write their meaning in Arabic. (TY)

While Teacher A said:

I start the reading lesson by writing the new vocabulary first and give them the meaning for these words. After that I explain the grammar rule that stated in the unit in the next class. (TA)

Although the three participants did not name overtly the teaching method they were applying in the class, it can be taken from their responses that they were using GTM. They believed that mastering grammar rules and understanding the meaning of the vocabulary would help their students to achieve the best in the exam. This aligns with Aldabbus' (2008) findings which led to him arguing that the main aim of teaching English in Libya is to help the students to pass the exam and not develop their communicative skills. In their first interview, when the participants were asked about the strengths and weaknesses of the updated textbook, they mentioned some positives, such as the three reading stages, the collaborative work and the students' role as a participator in the class, but they also stated they were not implementing them. It seemed that lack of training for EFL Libyan teachers had affected the implementation of this curriculum as it was intended. The teaching process seemed to be dominated by the teachers. They introduced the new language items to their students by writing them on the blackboard and sometimes they asked the students to repeat the words chorally. Despite the efforts by the government to promote more interactive teaching through the introduction of the new textbook, Libyan teachers are still influenced from their early days by the learning of "Quran" in which teachers need to repeat the words many times, while the learners have to repeat it aloud to guarantee they had learnt the correct pronunciation. Kiany and Shayestar (2011) state that in these kinds of classes students are not provided with opportunities to work together to practice the TL in an interactive way and they usually work individually.

The data revealed another important issue related to reading strategies such as skimming, scanning and deducing the meaning of unknown vocabulary from the context. Cameron (2001) mentions the importance of guessing vocabulary meaning from the context in vocabulary learning. He also suggests encouraging students' participation in pairs or groups to guess word meanings and construct meanings for sentences. He argues that this process of learning will help the students to interact actively with the written text to build their knowledge. In the first semi-structured interview, I asked the teachers if they gave opportunities for their students to work out the meaning themselves. I also asked them about any problems that they might face if they asked their students to guess the meaning for unknown words. They responded in the following way:

Teacher W stated explicitly:

About giving them the chance to guess the meaning, it is hard for them to do that because at least they should know some parts of the sentence to help them. (TW)

Similarly, the answers for Teacher A and Teacher Y were the same. For example Teacher A responded:

Problems related to guessing the meaning is that if I ask the students to guess the meaning to a word in a sentence and the students do not know many words in this sentence that will be difficult for them. (TA)

While Teacher Y said:

Regarding to guessing the meaning; the problem is that the students depend on me to give them the meaning so they did not even try to guess the meaning. (TY)

It seems that the participants were influenced by their perceptions of their students' low level of English. The three participants did not ask their students to guess the meaning from the context, because they perceived their students' low level would hinder them from responding. Teachers' beliefs of their students' low level of speaking English had a strong effect on their method of instruction. This finding is in line with Aldabbus' (2008) research. He argues that teachers' beliefs about students' ability and learning strongly influence their teaching methods. He adds that teachers adopt their teaching strategies to deal with their students' perceived abilities in English. He says the students will not learn how to use of language as a tool for communicating without guidance from their teachers. This corresponds to Donato's (2000) notion on how language teachers provide guided assistance to learners. For example, teachers can scaffold their students to engage in tasks by giving some instructions or providing them with some vocabulary that is relevant to the task. Teachers can ask questions to check their students' understanding. Also, teachers can guide students towards the answers by giving them some clues. Vygotsky (1978) considers the processes where engagement in socially-mediated activities is an important source of acquiring knowledge.

6.4.3. Teachers' beliefs about Collaborative teaching before the intervention

Collaborative learning provides the opportunity for the students to work in groups to promote and construct their new understanding and learning, rather than passively listening to their teacher (Dillenbourg, 1999). During collaborative learning, students can work

together, listen to each other, share their perspectives and ideas, and help each other to find solutions for any difficulties that they might face in doing the requested tasks (Gillies, 2007).Macfarlane (2000) states that the Libyan textbook includes a wide range of activities such as pair and group work, and discussion activities which were designed to provide students with situations in which they could use the target language **(TL),** thus improving students' communicative skills (See appendix 3), so a question was prepared in the first interviews to investigate if the EFL Libyan teachers provided their students with the opportunity to work in pairs or groups. The participants' views about pair or group work are below.

Teacher W did not ask the students to do the activities in pairs or groups and the reason was he preferred his students to be passive, as that way, he had control. Giving them responsibility would mean a loss of control; especially there were 51 students in his class. He said that;

As I told you, I do not use or prefer group work. I think it is hard to control or to know who will work in the group and who won't, that is to say the group work will depend on some students. (TW)

Similarly, Teacher Y's response was that he did not give any opportunity for his students to do pair or group work because of the large number of the students.

The problem that I am facing in the pair or group work is that we have large numbers of students in the class and I cannot control the students and that might create a noise in the class. It is a waste of time. (TY)

The response for Teacher A was the same. He stated that he preferred not to choose group work because of the large number of the students in his class.

There are many students in the class, so I cannot ask the students to work in group. (TA)

Although, the data showed that there are other factors that the teachers identified which they said might prevent collaborative learning, they all believed that whole-class teaching was better than using pair or group work. The three teachers were teaching large numbers of students in each class, so they were concerned about losing control of the class if the students were asked to work in pairs or groups. Instead, the teachers did all the talk in the class. The participants considered whole-class teaching as suitable in the Libyan context because of the large number of students in the class. This raises questions about whether collaborative learning is suitable with large numbers of students or whether there is an

optimal number of students for collaborative learning to be effective. Lohman and Finkelstein (2000) argue that large numbers of learners in the same groups might affect teachers' ability to scaffold and facilitate each group and also individual students' learning. In addition, the teacher must consider class management if they ask their students do collaborative work. Their belief was that whole-class teaching as one group helps the teacher to access to all the students. Also, they believed that students can learn more from whole- class teaching which involves explanations and questioning strategies.

For example, the teacher asks a question such as asking about the meaning or pronunciation for some words or the conjugation for some verbs. The teacher selects a student to answer if they do not find any response from the students. After that, the teacher pinpoints mistakes if there are any and discusses them with the whole class. In this case, the teacher is interacting with the whole class, the teacher controls the students' turn-taking. The teachers also found whole-class teaching easier than pair or group work activities because as well as controlling the class it saves time as well, because it requires less time on class management.

I asked Teacher W in the first interview if he asked his students to do pair or group work. He stated: *I do not prefer to do pair or group work, I am using whole class teaching.* (TW)

As mentioned earlier, teachers' beliefs about their students' ability did not encourage the teachers to give an opportunity to their students to participate in the discussion using either pair or group work. For example; Teacher Y stated:

If I decide to do group work activities, I do not find any response from the students. (TY)

Teachers had adapted what to them was an appropriate way of teaching because they were driven by their beliefs regarding their students' ability level in English. It seems that it is not only the students' ability which might hinder teachers to encourage students' participation in group discussion, but also teachers did not know how to organise group/pair work effectively.

Teacher W said that: *I think the best way of teaching is to select all the new vocabulary and write the meaning on the board.* (TW)

He preferred to give the meaning for the unknown words directly to the students because he maintained that he knew his students' level and thought they would not be able to guess the meaning themselves if they were asked to work together to find the meaning for some words.

From the first interviews, the data indicated that Teacher W believed that he had good knowledge about how to manage the teaching process in the class. He maintained his students did not have the ability to guess the meaning by themselves, so he did everything for them.

In short, before the intervention, despite identifying positive aspects of the textbook with regard to interactive practices, the data from the first interviews showed that the participants were applying the GTM. They focused on the vocabulary and grammar rules and ignored opportunities for collaborative learning in which students could practise the language. The teachers dominated the talk and the class and transferred the knowledge directly to the students without giving them any opportunity to participate, so that the students were seen as passive receptive learners while the teacher's role was transmitter rather than scaffolder of active learning. This is in line with their traditional methods of teaching and based on cultural views of teaching. Aldabbud (2008) and Alsadik&Abdulkarim (2012) stated that EFL Libyan teachers are influenced by religious teaching methods, because this method is not different to the GTM.

Bearing my research question in mind- *How can demonstration and mentoring support EFL Libyan teachers to implement the interactive approach advocated in Libyan EFL policy?* I analysed their responses after the intervention to see if they had developed any different perceptions about their teaching of reading. In the next section, I investigate teachers' beliefs about the method of teaching English, their beliefs about collaborative teaching and asking questions.

6.4.4. Teachers' beliefs about the method of teaching reading after the intervention

This section presents the themes emerging in relation to the question 'How can demonstration and mentoring support EFL Libyan teachers to implement the interactive approach advocated in Libyan EFL policy?' after the demonstration reading lesson, group discussion, classroom observation and final interviews. The themes emerging from the activities above illustrate teachers' beliefs about teaching reading, collaborative learning, and scaffolding and finally teachers' developing beliefs about asking questions. Mitchell et al. (2013) argue that one important aspect of collaborative learning is the teacher's role in scaffolding the learners to collaborate as part of the learning process, so teachers' beliefs about collaborative learning and teachers' beliefs about scaffolding are discussed in one section. My participants did not know the term "scaffolding" so I used the words "support-help" as they were easier for them. The table below shows the main themes identified after

the analysis. The theme relating to the textbook is not inserted in this table, because I discussed it in the section above before the intervention.

Theme	Teachers' beliefs about teaching English
1-	Teachers' beliefs about method of teaching reading.
2-	Teachers' beliefs about collaborative learning i.e. group & pair, scaffolding & asking questions

Table: 6.2. Teachers' beliefs about teaching English after the intervention

In this section, I will discuss teachers' beliefs about the method of teaching reading and teachers' beliefs about collaborative learning and will also discuss teachers' beliefs about asking questions as a sub-section under teachers' beliefs about collaborative learning because asking questions is an important part of the collaborative learning.

There are many quotes referring to me as a researcher since I demonstrated the reading lesson and also participated in the group discussion, so I put "Researcher" in brackets to help the reader understand that my participants are talking about me. The themes and some evidence emerging in the group discussion are presented in the table below:

Group discussion after the intervention	
Theme	**Evidence**
Teachers' positive? reaction to the reading strategy	W- You did not give the meaning in Arabic and you encourage us to get the meaning from the sentence or to try to explain it in English. Y- I will try to follow your reading lesson. Asking the students to know the meaning from the sentence is very nice and mostly helps them to find the meaning. If they could not know the meaning for some words, I will try to help them by drawing or showing them a picture, but if they do not know the meaning by these ways, then I have to explain it in Arabic. A- I will ask them to read the passage quickly and do not give them much time to read the whole passage.
Teachers' response to the collaborative learning.	W- In our discussion, we talked about how to help the students to work in groups and how to select the students for these groups. Y- First, you put us in groups and asked us to do all the activities in our groups. A - For me, I like when you put the students in a group and encourage them to work together. I saw you watched us and listen to our discussion.
Teachers' reaction to scaffolding	W- You explained and translated everything we do not know. Sometimes, you do that in English or Arabic because some words are too difficult if you want to translate them in English. Also, you want to make sure if we understand the questions or not, by asking us more questions or asking us about the meaning for some vocabulary we want to use. Y- You read and explain all the questions such as translating them to us and also giving the right pronunciation in front of all the class for some words and asked us to repeat after you. A-How if the students cannot answer the questions?-First as I said, make sure the students understand the question, and then you can give them some clues to help them to answer the question.
Teachers' reaction to asking questions	W- You explain the questions and read them. You give us help like translating the questions and pronounce some words. Lead us to answer the questions. Y- You started the lesson by thinking aloud about the title by asking some questions about it. A- How if the students cannot answer the questions?

Table: 6.3. Themes emerged from group discussion after the intervention

I intended to investigate my participants' perceptions about teaching English in general and reading specifically for two reasons. Firstly, that would help me to prepare myself before the intervention to focus on the areas they needed to develop to be able to apply the CLT approach. Secondly, I can contrast their responses in the two phases of the research.

The data obtained before the intervention showed that the participants were concerned about making a sudden shift to another way of teaching because they were not familiar with the method which they were expected to use to teach. It appeared they doubted their pedagogical value. Teacher Y said that:

I am teaching English more than 22 years and I am using the same method of teaching. I am focusing on vocabulary and grammar rules. This is my experience in teaching English during 22 years of work. (TY)

This indicated to me that the teacher was open to trying new approaches to develop his teaching skills, although he was clear that he believed what he was doing was effective in terms of his students passing exams.

Teacher Y confirmed that during the group discussion when I asked him "Can you imagine yourself teaching in this way". He was interested to try the CLT approach because as he told me he had not developed his teaching in 22 years and had followed the same GTM way of teaching, for long time. However, it was challenging for me to convince EFL Libyan teachers who are influenced by the traditional methods such as GTM as the way they themselves were taught, because they were convinced that is the best way to teach their students to achieve a good result in the exam. Richards and Lockhart (2005) in their argument about teachers' beliefs said that "teachers' beliefs about teaching are often a reflection of how they themselves were taught" (p.30). EFL Libyan teachers resisted the use of CLT in the classroom, because they believed in teacher control, use of translation and the first language (L1) and memorisation is the best way in foreign language (FL) learning (Orafi, 2008).

Although the three participants had positive attitudes towards the updated textbook, that could not be an indicator of being able to implement it in an interactive way. In Orafi and Borg's (2009) research regarding the implementation of the updated curriculum they found that there was a gap between the orientation of the curriculum and that of the exam system in Libya. Examinations for Libyan classes are mainly based on memorisation of vocabulary and grammar which in turn shape Libyan classroom practices (Orafi and Borg 2009).

Chen (2006) argues that "better understanding of the influence of washback effects on curriculum innovation would be essential to explain the discrepancy of teachers' attitudes toward curriculum innovation and their actual use of it, which would enhance a desirable result of educational reform" (p.206). Clarke & Hollingsworth (2002) argue that, in the traditional approach to teachers' professional development it is often supposed that there is a gap in teachers' knowledge and skills which can easily be developed in ''one-shot'' workshops.

I hoped that the workshop and the subsequent discussions would be the starting point for the EFL Libyan teachers to develop and make a difference in their classroom practice. My intervention could also be seen as a 'one off' but the discussions, observations and follow-up support I offered, albeit in a short time frame shows the value of a more coherent approach.

It was not easy for me to develop new beliefs about the CLT approach, because of the depth and strength of their beliefs on GTM. I took participants' perceptions and beliefs about English teaching into consideration and was very careful while I was demonstrating the reading lesson with them and also the discussion that I had with them, in order to help them to develop new beliefs and perceptions about their teaching. Before the intervention, I did not want them to feel I was imposing ideas on them or denigrating their practice because of the culture of respect and politeness in Libya, so I tried to build a good relationship with my participants and make them feel comfortable to be open to ask questions. To do that, I had many informal meetings with them talking about my experience of teaching the updated textbook. After a number of these informal meetings, I noticed the participants became more comfortable and eager to share our ideas and experiences together.

Suwaed (2011) argues that training sessions for EFL Libyan teachers are totally based on theory rather than practice which do not provide any opportunity for them to put their ideas into practice. For this reason, I tried to present my ideas about the CLT approach during the demonstration reading lesson in a practical and not a theoretical way, in order to help the participants grasp what I was trying to do. It was important for me to investigate the challenges that might hinder EFL Libyan teachers from applying the CLT approach. I wanted to find out whether there was a gap in their understanding of the CLT approach or their understanding of how to implement it.

The notes that my three participants used to fill the observation sheets that they used while observing me demonstrating the reading lesson with them indicated they had understood the intervention by observing and taking part in the new approach. Some extracts from the participants' observation sheets show their reactions and their understanding about reading strategies in the demonstration reading lesson. Teacher W wrote in his observation sheet:

The teacher (Researcher) started by writing the title of the lesson and gave extra information about the title within that he was trying to mention some new vocabulary connected to the title.

Teacher Y showed some understanding of another reading strategy such as "skimming". For example, he wrote:

He (Researcher) asked us to read the passage in a different way, I mean to read quickly to get some details.

Like Teacher W and Teacher Y, Teacher A showed his understanding of the reading strategies that I demonstrated in the reading lesson with them. He understood the strategy I used to help the learners to understand the unknown vocabulary without telling them beforehand. He wrote in his observation sheet:

He (Researcher) tried to give us the meaning in English, acted in front of us or give us some clues to get the meaning for the unknown words.

These findings indicate that the three participants had some understanding about some reading strategies such warming up, skimming and understanding the meaning from the context, although they did not mention these words explicitly.

As mentioned earlier, my participants' notes in the observation sheet showed some understanding of the CLT approach. As a result, the discussion was prepared carefully to promote higher order thinking skills and positive risk-taking behaviours between my participants. It was a challenge for me to invite them to shift from the method they had used for many years to consider a new one that they might never have used before. I considered my three participants as students and I took the role of teacher during the group discussion. I followed the notion of Baumfield (2006), who argues that to help learners develop thinking skills in learning, teachers' mediation through dialogue should be encouraged.

The findings obtained from the group discussion presented some different perceptions towards teaching reading compared with what the participants stated before the intervention. Teacher A wondered about the aim of asking the students questions about the title at the beginning of the lesson, when I asked them during the group discussion this question*:*

What strategies did I use to talk to the students to activate their knowledge? (Researcher)

What is the aim of that, I mean asking questions to the students at the first of the class? (TA)

I tried to demonstrate the importance of asking questions at the beginning of the class to activate students' knowledge, because Teacher A did not know what I meant by "warming up". I answered his question as the following:

That way of teaching (warming up) helps the students to speak with each other and then with the teacher while they are discussing the title of the topic and try to answer the questions to get more information about the lesson.

Teacher W articulated a good understanding of implementing CLT approach with some concerns. For example, he said;

It gives me a confident to teach my students with the way you did it. You did not give the meaning in Arabic and you encourage us to get the meaning from the sentence or to try to explain it in English. In this case I need enough time to give the students chance to work together and that will be good for them to develop their English language. (TW)

Teacher Y showed confidence in teaching reading as I did in the demonstration reading lesson.

Asking the students to know the meaning from the sentence is very nice and mostly helps them to find the meaning. If they could not know the meaning for some words, I will try to help them by drawing or showing them a picture. (TY)

Comparing his response with the previous one when he mentioned above only having one year teaching experience, could be considered an indicator of the progress he made during the intervention. I used this quote again intentionally to remind the reader that Teacher Y did not develop his way of teaching during 22 years of teaching English. It was as if he taught English for one year.

Teacher Y first said that: *I am teaching English more than 22 years and I am using the same method of teaching. I am focusing on vocabulary and grammar rules. This is my experience in teaching English during 22 years of work.* (TY)

After the intervention he said: *We worked together for few weeks, but you bring a new experience and lots of information we did not use before. I got some progress and I am sure the students need more time to be familiar with this way and as teachers we might not find any problem to teach in this way.* (TY)

Teachers A and Teacher W reiterated some concerns about the CLT approach i.e. short time and exam pressure, but on the other hand, all of them showed a good understanding of how it might be implemented. I will be talking in detail about the challenges EFL Libyan teachers might face to implement the CLT approach in section 6.5.

It seems from their responses that the participants noted in their observation notes some of the reading strategies that I applied in the demonstrated reading lesson and the group discussion with them. To me that was a good step in developing their thinking about teaching reading that might encourage them to teach reading lessons more interactively.

The question for me was whether they would be able to implement these strategies with their students in the reading lessons that they were requested to teach. I had to follow the notion of Johnson and Christensen (2004) who argues that people may not always do what they say they do in reality, so my next task was to observe them and take some notes while they were teaching a reading lesson to see if they were able to put their understanding of the demonstrated reading lesson into practice themselves.

The Libyan textbook is the only resource that is used by the EFL Libyan teachers to teach English, so through the observation I aimed to see how the teachers used the textbook to teach reading interactively, besides seeing my participants evidencing understanding of implementation of the CLT approach that they had experienced in the demonstration. Although Richards et al. (2001) stated that changes in teachers' practices are the result of changes in their beliefs; I also had to be aware that there was the possibility that they were only following the CLT approach principles because I was observing them. By observing their practice I would be able to see if they were actually doing what they said they would do or just follow verbatim what I did in the demonstration reading lesson. I was keen to see how they would organise the group activities, how they would attract or encourage their students to participate in the lesson during the warming up stage. This might be

evidence that they were building or starting to build their knowledge about the CLT approach.

The findings arising from the classroom observation showed a positive change in the participants' teaching behaviour. Whether the teachers were using English or Arabic, they seemed to adopt the CLT approach wholeheartedly. For example, they started the class by warming up their students by asking questions about the title. The teachers asked the students to work together to answer the questions. I use some quotations from the classroom observation notes to show the positive progress that teachers achieved. For example; data emerged from the classroom observation for Teacher W showed that:

He writes the title of the lesson on the board and starts asking some questions about it. (TW)

Teachers Y and A also adapted their traditional teaching to incorporate elements of the CLT approach by focusing on teaching vocabulary which encourages the students to practice the TL and obtain vocabulary that supports them to participate in the discussion during the warm up stage.

Teacher Y gives them the instruction and then warms up his students by speaking about the title and tried to ask the students about some meaning for some words related to the lesson. (TY)

Similarly, Teacher A opened the lesson by demonstrating the new vocabulary that related to the title. After presenting the vocabulary, he asked them some questions such as;

-What do you think the text is about?

-What information do you expect to read about the topic?

More detail about asking questions will be mentioned in (6.4.5.1).

The participants used some reading strategies that might foster interaction in the classroom. For example, Teacher A instead of writing the meaning of words directly on the blackboard:

He started the lesson by explaining the meaning for the words by drawing a picture, acting in front of the students and used English and then Arabic with the difficult words. (TA)

It can be argued that the pre-reading stage in the demonstration reading lesson that I did with the participants had affected their teaching practice to follow the CLT approach with

some influences from their previous teaching. Instead of starting the lesson by selecting the new vocabulary and writing its equivalent meaning in Arabic, the three participants started the lesson by writing the title on the blackboard and asked the students some questions about it. However, they spent some time focusing on the meaning for some words. This is evidence that Teacher A and Teacher Y are still influenced by the GTM. For example;

Teacher Y warms up his students by speaking about the title and then spent some time focusing on the meaning for some words related to the lesson. (TY)

Fullan (2001) mentions that teachers may use a new curriculum and change their teaching practice without changing their beliefs. He argues that "change in the three dimensions in materials, teaching approaches, and beliefs, in what people do and think are essential if the intended outcome is to be achieved" (2001: p.46).Gahin (2001) agrees with this notion and argues that teachers' classroom practices are affected by the beliefs they hold about language teaching and learning.

It can be argued that the three participants were trying to adopt a new way of teaching, the CLT approach, but inevitably, their old habits would intrude. It seems to be that there was a conflict between GTM which they used and found effective in helping their students to pass the exam and the CLT approach which they appeared keen to adopt to develop their teaching skills and enhance student learning.

After the demonstration reading lesson and the group discussion, all three teachers started their lesson with a pre-reading stage in which they warmed up their students by asking them pre-reading questions to teach vocabulary. Hedgcock and Ferris (2009) mention the importance of asking questions at the beginning of the lesson, because that will enhance students' knowledge and prepare them to interact with each other and also with the written text. Rasheed and Moghadam (2014) argue that using pre-reading strategies can help students to improve their comprehension about the written texts and also activate students' schemata knowledge.

Although I will be returning to the observation data in section (6.4.6) in more detail regarding the learners' responses to the teachers' pre-reading, during reading and after reading questions, here are some quotes from the classroom observation notes to show how teachers initiated interaction with the learners. For example:

Teacher A in his lesson "Life on other planets", he asked the students to look at two pictures on page 18 and asked the students "who are those two peoples and what is the difference between him. That was in pre-reading stage. (TA)

The pictures were of an astronomer and an astronaut. The teacher supported his students by giving them some clues such as astronaut is the person who travels in space while astronomer is the person who studies the science of planets, stars, etc.

Teacher W in his lesson "Changes" also asked the students some question while they were reading the text "The sinking city" and supported them to answer the questions by giving them some clues and sometimes translate some vocabulary students could know its meaning. This is one example of the questions Teacher W asked his students;

-How has the situation improved since 1990? That was in during-reading stage.

While Teacher Y in his lesson "Saving the planet", showed pictures to the students.

The first picture was for "fisherman" and the second was for "rice farmer" and asked them what job they do? As he told me after the lesson of showing the two pictures is to encourage the students to use the TL with some guidance of him. That was in after-reading stage. (TW)

I invited my participants to the final interviews after the classroom observations to explore their thoughts and reactions to the CLT approach regarding their method of teaching reading, especially as their responses in the first interviews revealed they focused on teaching grammar rules and word memorization. The data in the final interviews illustrated different responses regarding their reactions to the method of teaching reading. A big influence on their practice would be if the CLT approach worked for them when they tried it out in the classroom to achieve their main aim of teaching English which is helping the students to pass the exam and also develop their students' communicative skills. Added to that, teachers themselves could develop their understanding of CLT approach and teach the updated textbook as it was designed.

Although I am talking about the data which emerged from the final interview, I have to mention some quotes from classroom observation to link them to the participants' answers. During the classroom observation Teacher W asked his students to read the text quickly in order to find specific information to help them answer some question. For example:

Teacher W asked the students to read the whole text in five minutes to find the answers for some questions. (TW)

Teacher W and his students, as he said, were satisfied with teaching reading interactively:

In this technique the students had to do that themselves and in different ways such as guessing the meaning and do group activities. I think from their reaction and faces I think they found that is very interesting to read in a limited time as if they were racing. (TW)

Teacher Y and Teacher A shared the same opinion about the potential effectiveness of teaching reading, implementing some of the reading strategies that had been demonstrated to them. They both stated that asking the students to engage with the written text helped save more time than if they asked students to read the text word by word.

They both said they liked to teach reading in an interactive way by providing the students the opportunity to participate in the lesson, but they still showed some concern about their students' level. They both said, reflecting on their experiences.

Teacher Y said that it was interesting to do some reading techniques:

When I ask the students to read quickly to find some information for some students, and that was good to save the time. For me; guessing the meaning is a good way and I like to do it, but the problem with guessing the meaning from the sentence is that students do not have many vocabulary and they do that for the first time although they feel comfortable as they told me after the class and as you see in the class. (TY)

Teacher A said*:*

It was easy to ask the students to read or have a look quickly about the passage to find some information and that will save a lot of time because as I said to you in our first interview the time is very short. Also if I explain the word by drawing or showing a picture or act in front of the class, that will be easy for the students, but if I need to explain it in English that is difficult for the students to understand the meaning. (TA)

This appears to be a clear indicator that the teachers liked working using a CLT approach, and the learners seemed to like it. However, entrenched teacher beliefs were an influence as they continued to be concerned about their students' level. Taking into consideration what Teacher Y said about applying this method for the first time and also checking the effectiveness of teaching communicatively with the students, could be taken as evidence that the teacher intends to continue this practice.

6.4.5. Teachers' beliefs about Collaborative teaching after the intervention

In line with a socio-cultural perspective, Vygotsky (1978) states that socio-cultural theory (SCT) works on the assumption that people can develop their cognitive perception dependent upon the social context within which it takes place. Swain et al. (2002) realize the value of students' talk in language learning. As a result, several teaching approaches have tried to increase the amount of students' talk in the classroom.

Cook (2001) believes that teachers should support pair and group work and give the opportunity to the students to talk to each another to practice the language as much as possible. On the other hand, opponents such as (Nunan (1995) and Wong-Fillmore (1985) disagree with Cook's notion about the pair and group work and claim that teacher's talk should be increased and the students should listen rather than talking to obtain information. They add that teacher talk is the main source of comprehensible input of the TL students will probably to obtain and consequently learning will take place. Boyd and Maloof (2001) support the ideas of Cook and state that through their talk, the students not only develop the second language competence but also can learn to structure elements of the target language.

As stated by AI-Buseifi (2003), English Libyan classes depend totally on memorization of words and phrases and grammatical rules and no time is given for students to participate in the class. The findings in the first interview revealed the same result, so I analyzed what the teachers said after the intervention stage to see if there was any change or whether they were still keen to follow the traditional methods they used to teach their students. The aim of the intervention was to enable them to develop their understanding of how to teach in an interactive way according to the textbook design. I did not want to make this aim complex for them, so I did not state explicitly the details of the underpinning theory. I tried to support them to link the socio-cultural theory by developing their teaching practice through the discussion leading to the development of teachers' knowledge in terms of pair and group work.

The notes that my participants wrote in the observation sheet showed that they understood the purpose of the collaborative teaching that I had organised in the demonstration reading lesson. They also noted the support that I gave to them while they were acting as students in the demonstrated reading lesson. Teacher W wrote;

He (Researcher) divided the class into groups and watched and supported us while we work in the group.

The notes obtained from Teacher Y and Teacher A showed the same understanding of collaborative teaching in the term of scaffolding and pair and group work. For example, Teacher A wrote;

He (Researcher) tried to give us some clues and asked us more questions in groups to elicit other information. While Teacher Y wrote:

He (Researcher) asked us to work in a group of five and do the task together. In this time he listened to our discussion and helped us if we ask about anything.

The findings above were interesting to me because they indicate that the teachers had understood how I had managed the interaction in the classroom. The data collected through the group discussion, classroom observation and the final interview helped me to see if they were developing their teaching practice or whether they just wrote what they noted in the demonstration reading lesson without thinking deeply about it. My guiding question was whether the teachers had developed their understanding of the CLT approach teaching as they mentioned above in their observation sheet or whether they were just describing how I had taught the reading lesson. The data above derived from the observation notes my participants took while they were listening to the demonstration reading lesson I did with them.

Data gathered from the group discussion indicated that the demonstrated reading lesson helped the teachers to obtain some ideas about collaborative teaching, but teacher A expressed some concern about the noise in the class.

I am teaching a large class and asking them to work in pairs or groups is impossible, because I cannot control them. (TA)

Teacher W and Teacher Y appeared more confident to try pair or group work and in our discussion they said that they would do so in the class with their students and suggested solutions to the potential noise that the students might make during the group work activity. For example Teacher W said;

While the students are working in group, I can watch and support them to do the activities and that will prevent or reduce and chance for making a noise. (TW)

By engaging in this discussion, the teachers were also constructing their understanding of CLT approach. This may be the first time for many years that the teachers had interrogated

their practice. It was important for me to offer my participants opportunities to talk about the way they teach and share their ideas together so that they could learn from each other.

In the observations, I noted that regarding the collaborative aspect of teaching, the teachers demonstrated a shift in thinking from being concerned about controlling the class and doing everything for their students to giving more time for the students to participate in the activities supporting them when they needed to. For example, all the teachers put their students in groups at the start of the class and then they asked their students to do all the requested activities in pairs or groups and discuss their answers with the other groups.

Teacher W asked the students in the same group to work in pairs then work as one group to do some activities in the course book. Meanwhile he watched the students closely and supported them when necessary. (TW)

Teacher Y supported his students to do tasks by giving them some clues. He used English first, and then Arabic if the students could not understand his explanation.

He supported and guided them to find the answer while they were working in groups such as giving them some clues. (TY)

Although during the time I worked with my participants, I did not mention any theoretical terminology to them such as SCT, scaffolding or zone of proximal development (ZPD), my participants appeared to operate in a socio-cultural environment without realising that they were doing so. It seemed to me that the intervention could be considered successful in enabling the teachers to try a new approach, which was suited to their understanding of how students learn. For example; Teacher A followed Vygostky's notion about the ZPD intuitively.

He demonstrated the requested task for the students and put them in group to do it. He put a leader in each group "student with high level in English language". (TA)

The data emerging from the observations show that, because of the actions that they took in the classroom to support the learners to be more independent, the teachers seemed to be actually starting to develop their understanding of how collaborative working can help learners' development.

Mitchell et al. (2013) argue that scaffolding is a kind of support for the unskilled students and that students should engage in collaborative work in the classroom to achieve within their ZPD. In addition, in this type of collaborative work the students need to be active to

increase their comprehensible input which helps them to overcome any difficulties with the help of their teacher or knowledgeable peers.

The aim of the final interview was to investigate the teachers' opinions about giving the opportunity to their students to participate in the class by working in groups, which they had stated they never done before.

The findings obtained from the final interview suggested that the three participants were interested in using the CLT approach with their students but that they still had some concerns. For example; Teacher W was willing to use this approach but he was concerned about the large numbers in the class.

I found it (The CLT) is very interesting and the students need to take the responsibility for their learning and have to participate in the class. I found some difficulties in controlling the class but I think that due to two main reasons. The big numbers of my students (I have 51 students in one class) and the second is they need more time or more attempts to succeed this technique. (TW)

From the quote above it is clear that Teacher W had a positive idea about the CLT approach. He tried to use alternative means to overcome the difficulties of teaching the big numbers of students such as putting them in groups. His actions could be attributed to the understanding he developed during the demonstration reading lesson and the group discussion. Also, his comment indicates that he will probably persevere, as he mentions 'more attempts'.

Similarly, Teacher A and Teacher Y showed they had felt comfortable and were interested in this approach with some concerns. For example; Teacher A was worried about his students' level, while Teacher Y was concerned about the students' confidence. These two extracts showed their responses respectively:

I cannot say it is difficult to do group work, but the problem is with students' level of speaking English. (TY)

During the reading lesson I taught, I found that in the group work the students seems to be interested in this activities and want to work because they think it is a new way for them and they do not feel boring as when I was teaching them by doing everything in the class. The problem in the group work the students do not want to present their answer in front of the class maybe because they are shy and do not have the confident.(TA)

Although Teacher A and Teacher Y were concerned about their students' level and confidence, they continued to conduct some group activities. It appeared that my participants showed a good understanding of the value of conducting collaborative activities, especially as they had not been used to doing so before, as they mentioned in the first interview. It seems that the intervention represented in demonstrating a reading lesson followed by group discussion with my participants led to some positive progress on my participants' classroom practice as they appeared to be shifting gradually to a more CLT approach when I observed them. According to Bell and Gilbert (2005) during the continuing professional development (CPD) process, teachers can obtain new knowledge and beliefs regarding new teaching methods and materials that support them to improve their students' learning. That might be an indicator that the lack of appropriate training EFL Libyan teachers had received had affected their implementation of the updated textbook up to now.

According to Yang (2008), a collaborative learning pattern which is characterized by fixed patterns such as asking questions and correcting students' mistakes is seen more in interactional teaching classrooms, because the teacher's questions support the students to talk to one another. Since there is a strong link between collaborative learning and questioning, I am going to discuss my participants' responses to the interactive questioning which takes place in a communicative classroom.

6.4.5.1. Teachers' beliefs about asking questions after the intervention

Medina (2007) mentions the importance of asking questions to increase students' comprehension and expand their knowledge, especially in reading classes. He adds that, teachers can scaffold their students' understanding by asking questions to encourage them to participate in order to discover the answers to the questions. Although asking questions can be considered scaffolding and discussed in the collaborative learning section, I decided to present it separately in more detail because of the importance of asking questions by the teachers in an interactive classroom. Another two reasons were deemed relevant for focusing on the importance of asking questions: the first reason was the concern that the participants showed in the group discussion about asking questions and the students' responses to the questions as Teacher A mentioned. The second reason was that the three teachers did not mention anything about asking questions in the first interviews which suggests their classes were dominated by their talk. In the first interviews, the three

participants stated that they focused on grammar and vocabulary and did not give any time for the students to participate in the class. For example, Teacher A said that:

I give them the vocabulary, and pronounce them loudly and the students have to repeat them after me. In the second ten minutes, read the passage and answer the questions. In the last ten minutes, select some students to read in front of the class and correct their pronunciation if they have. I do that because of the students' low level of English and the insufficient time for teaching English per week. (TA)

My experience as a teacher and the learning described above resonated with some research studies conducted in the Libyan classes by Orafi (2008) and Aldabbus (2008). They found that it was rare for Libyan students to start any conversation with their teachers other than asking for permission if they wanted to leave the class or borrow something from each other or asking about clarification if the teacher's instruction is not clear. This is due to the norms of politeness and respect in the Libyan culture.

Cotton (2001) states that teachers ask questions to create more talk opportunities for the students to practise the TL and become actively involved in classroom activities. Teachers also ask questions to check students' comprehension or encourage the students to provide information and help them to maintain concentration in the class (Ibid, 2001).

In the demonstration reading lesson I taught the teachers, I intended, in advance as I prepared the reading lesson plan, to ask them questions to see if they noted the number of questions I posed in the observation sheet they used to observe me. I present the data emerging from analysis of their notes in the observation sheets and the group discussion because of the concern my participants mentioned about asking questions during the class.

The three participants appeared to realise the importance of asking questions during the class. For example; Teacher W and Teacher Y showed their understanding of some kinds of questions such as "display and referential questions" although they both did not mention them overtly by their names. Teacher W referred to the display questions. According to Walsh (2006) referential questions are one kind of question to which the answer is not known to the teacher. He adds that at the beginning of the class is the appropriate time for the teachers to ask referential questions because the formal class has not started yet, so the students feel more comfortable in participating in answering the teachers' questions, while display questions require answers which are known to the teacher. Teacher W said that:

You (Researcher) asked some easy question which could be answered even if the lesson is not explained yet.

While, Teacher Y noted both questions "display and referential questions" and said in the group discussion:

He (Researcher) asked two kinds of questions, easy questions and difficult questions. I mean some easy and short questions and we can answer them because sometimes the answer in the text, but questions like the one in the workbook are difficult and need long answer.(TY)

Both Teacher W and Teacher A mentioned how the teacher can ask questions to elicit more information or invite the students to participate more in the class, while Teacher Y demonstrated understanding of how teachers can ask questions to check students' understanding. The following extracts showed their responses respectively:

He (Researcher) asked simple questions to elicit information and encourage us to participate in the class. (TW)

He (Researcher) elicited information by asking questions. (TA)

He (Researcher) checked our understanding by asking us to do some questions in the workbook and finally asked us some questions to revise the lesson. (TY)

As can be seen above, Teacher A showed an understanding of the value of asking questions in the class, but he expressed concern about the students' ability to answer the questions. To strength his knowledge in preparation for the reading lesson he was invited to teach, he asked during the group discussion:

How if the students cannot answer the questions? (TA)

I answered his question by saying that;

First, as I said, make sure the students understand the question, if not, then you need to explain it to the whole class even if you use the L1. After that, you have to encourage the students to collaborate to answer it. If they could not answer it, then you need to support them by giving some clues to help them to answer the question.

It was important for me to see how my three participants could go about asking questions in practice. It was also challenging for the participants themselves to provide their students with the opportunity to participate in the class by answering their teachers' questions.

Although they said they were keen to adopt new methodology, they had never used this type of approach before, as they stated in the first interviews. In section (6.4.4), I talked about asking questions during the warming up stage. Now I am going to talk about the teacher's beliefs about asking questions in more detail.

There was apparent congruence between what the three of the teachers actually did in their classes and their new knowledge about asking questions at the beginning of the lesson. The three teachers opened their lesson by writing the title on the board and started asking some questions about it which they stated that they never did before. For example:

He warms up his students by speaking about the title and tried to ask the students about some meaning for some words related to the lesson. (TY)

The three teachers asked questions to the students to check their understanding. For example, they asked the students some display questions to help the students to practice the language. The teachers supported their students to answer the display questions by giving them clues. In his lesson about "Changes" Teacher W asked the students some display questions and supported them to find the answer. He asked:

-Why we should preserve archaeological sites in Libya? First, the students asked about the meaning of "preserve- archaeological". The teacher gave them the meaning by acting in front of them to show the meaning of "preserve" and showed them a picture in the textbook for the word "archaeological". After that the students started giving some possible answers, but the teacher gave the right answer "It helps us to know about our culture and past". (TW)

Teacher Y in his lesson "Saving the planet" and A in his lesson "Life on other planets" did the same in the class and asked some display questions. They asked the following questions respectively;

-In which continent tropical rainforests are found? (TY)

- Which one in the diagram is not planet? In the diagram, there were nine planets and the sun. The students look at the diagram and they said the sun is not planet. (TA)

Teacher W asked his students some questions to check their understanding of the text after the pre-reading stage. He asked them some questions such as:

- What the common things that Venice has with Leptis Magna and Cyrene? (TW)

-*What the problems that Venice have and why more and more water flowing into Venice?*

Teacher Y and Teacher A encouraged their students to participate and elicited more information. For example, Teacher Y asked his students to find the meaning for some words from the context and help them to achieve that task.

He asked them to work in groups to find the meaning for some words such as "wind, sun, spring, air and desert", and supported them by drawing pictures to help the students to find the meaning. Drawing pictures on the blackboard helped the students to get the meaning and they answer the question quickly. (TY)

Teacher A also asked the students in order to elicit more information and encouraged the students to participate more in the class. For example, he asked them;

-*what is the main topic of the text?* (TA)

-*what information do you find more interesting?* (TA)

The students discussed these two questions in groups and presented the answer for Q1 which is "life on other planets". Students could not answer Q2, so the teacher asked them to read the text on page 19 quickly and gave them the meaning for some words to help them to find interesting information. They presented some possible answers such as some species cannot live on cold planets while others cannot live on hot planets.

In the final interviews the three participants showed a clear understanding of the value of asking questions and they repeated how they used the questions to warm up their students at the beginning of the class. Also, as supported by the classroom observation, they mentioned again their use of questions to invite their students to participate in the class and use the language more often or to provide further information. For example;

Teacher W: I asked some questions to grab attentions as possible and also to know if they could understand my questions and instructions, their reactions showed that they could. (TW)Teacher Y and Teacher A started the lesson by writing the title and asking some questions. For example:

Teacher Y: I warm up my students in the reading class by writing the title and start asking my students some questions about it. (TY)

Although Teacher W encouraged the use of the questions, he showed a little concern regarding the shortage of time if he wanted to allocate some time to ask the students questions. He said:

I think even you noted that in the text book there are questions to work on and a passage to read. No doubt that will cost you more time. (TW)

Although Teacher W showed concern regarding the time if he wanted to ask questions, during teaching the reading lesson he managed the time by asking the students to skim and scan the text. Also, I observed him asking questions but could not allocate time to do the activities in the students' workbook and so he asked them to do it as homework. Nonetheless he had started creating an interaction with the students by asking questions that encourage the students to communicate in the class.

In the group discussion, Teacher A showed some concern about asking questions, but during the classroom observation and in the final interviews with him, he maintained that he was developing his skill in questioning.

My intention of asking the students if they agree or not after one of the them answers the question even I know the question is right is that I want to check their understanding, want the students to talk together and try to speak more and more with me and also try to build a confident for them. (TA)

After the intervention, the three participants showed they were aware of a different way of teaching and it seemed that they had started developing their knowledge and understanding about implementing the CLT approach in terms of many features of classroom interaction such as using a warming up stage, inviting their students to work collaboratively, scaffolding the students' learning and asking questions.

As advised by Hedgcock and Ferris (2009) in the pre-reading stage, the teachers prepared some questions for their students to activate their prior knowledge to be familiar with the reading text. The teachers asked questions at the beginning of the class to attract their students' attention and concentration in the lesson. In this way, the students could employ their prior knowledge of the topic and overcome lack of vocabulary as the participants articulated.

The teachers scaffolded their students' responses by providing them with some clues and hints aiming to help the students to participate as a group to find the answer and achieve the requested task. Teachers asked questions, either display or open questions, to create

more time for their students to practise the language. The participants showed some progress in teaching interactively, but there were some challenges identified that they might face to apply the CLT approach. That led me as a researcher to think about the need for more types of intervention with EFL Libyan teachers like the one I had initiated with my participants, building on the experience I gained during my PhD study. Teachers' development programmes may support them making the transition from a more traditional approach and give them confidence to try more things in their classrooms.

6.5. Challenges and opportunities for implementing the new EFL policy

In this section, the themes emerging in relation to question "What do teachers see as the main challenges& opportunities for implementing the new EFL policy?" are presented. I have already mentioned some of the concerns that the teachers expressed. This section will go into greater detail about the perceived challenges and opportunities for teaching in an interactive way. The analysis in this section is divided into two parts. The first part will present the challenges that teachers face to apply the CLT approach, while the second part will analyse the opportunities for the teachers to teach in an interactive way.

6.5.1. Factors might prevent EFL Libyan teachers for implementing the communicative approach

Even though there has been an increased interest by national policies and school curricula in implementing CLT approach in EFL contexts, researchers have mentioned the gap between the implementation of the policy and actual practice (Littlewood, 2007 and Nunan, 2003). As in many EFL contexts, EFL Libyan teachers are faced with some challenges that might prevent them from employing the CLT approach in Libyan schools. The figure below shows the challenges that emerged from the data.

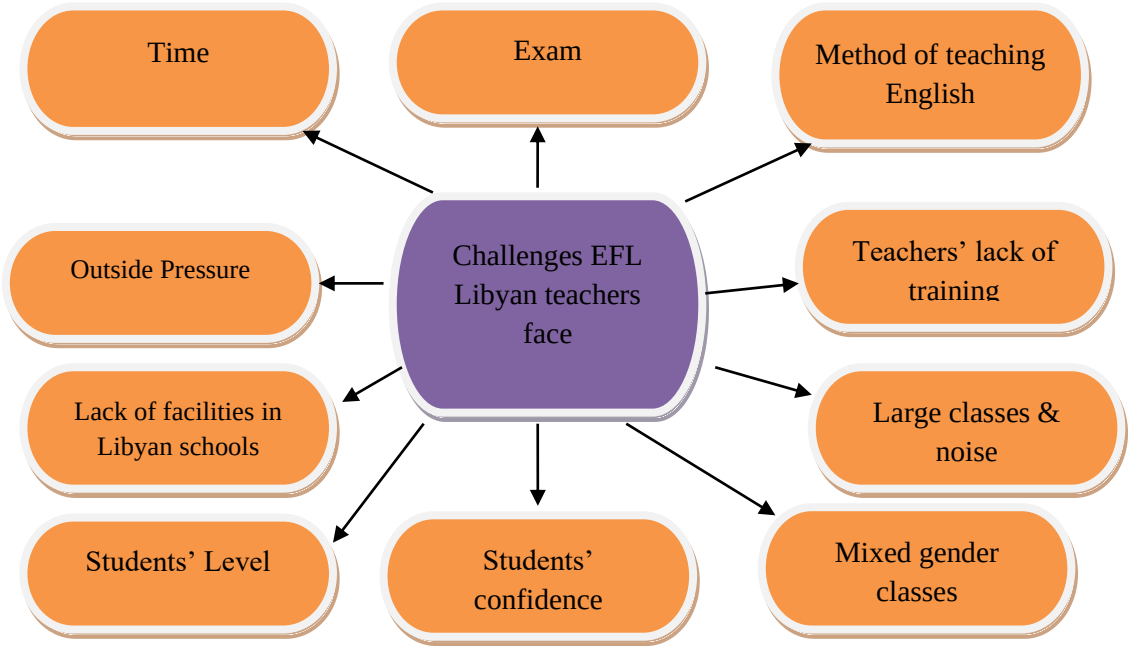

Figure: 6. 2. Challenges EFL Libyan face to apply the communicative approach

Before the intervention, my three participants presented some challenges they perceived in the first interviews. These factors that affected implementation of the CLT approach related to the national exam, time, method of teaching English, lack of training, some situational factors such as the perceived students' level, noise and classroom management, mixed gender and large numbers in class. Also, some other challenges were found such as students' lack of confidence and outside pressure teachers might face from parents and the head teacher. I am going to look at each of the challenges in turn.

6.5.1. 1.The method of teaching English and the effect of the exam

I decided to combine the method of teaching English and the exam in one section because of the strong effect of the exam on the method teachers use to teach English.

It was important to investigate the teaching approach used by the teachers because the teachers needed to be prepared to teach the updated course book as it was designed. There is a link between the research question (i) and the question about the challenges (iii) regarding the strategies that the three participants used during the fieldwork. I investigated teachers' beliefs about the method they used before and after the intervention and how the exam might affect it. Now, I am going to describe how the teachers appeared to be influenced by the new teaching approach they had been exposed to and subsequently used in the class after the intervention. In this section, I will analyse only the data obtained from the first interviews, because the participants did not mention any concern about their

method of teaching English and also the effects of the exam in the group discussion, classroom observation, and the final interviews which indicates the intervention that I conducted with the participants could be said to have achieved positive results. The participants, whom I worked with, were volunteers and keen to develop their teaching skills. It is highly possible that not all Libyan teachers may be as open-minded as they were, so it is important to discuss the challenge that the exam places on teachers, as this might be an argument that could be encountered elsewhere.

Tantani (2012) states that EFL Libyan teachers are still following the old syllabus which was produced by Gusbi in 1974. It was designed based on the GTM where the teacher is central in the classroom. Accordingly, there is no opportunity for students to do group work activity.

The data obtained from the first interviews showed that the participants were not familiar with the implementation of the CLT approach, although they talked about the opportunities that the updated textbook offered for the CLT approach. After so many years of practicing GTM in the schools, the teachers strongly believed in it. Some research studies conducted to explore the constraints influencing EFL teachers' success in employing CLT approach showed that EFL teachers usually used the method that they think is appropriate to help their students to pass the exams (Karim, 2004; Yu, 2001). The exams for Libyan classes mostly focus on grammar rules and word memorization and ignore some other skills such as communicative competence. As a result, the teachers might know in advance what exams are likely to contain and they prepare their students very well accordingly (Al-Buseifi, 2003). The strong backwash effect of the exam led the three participants to focus on grammar rules and word meaning. Therefore, teachers became "exam-conscious", interested only in ways to help their students to pass the exam. The data gained from the first interviews showed that the three participants were concerned about the exam. The method they used in the class was based on the exam needs, because of the pressure that parents, head teacher and the students put on the teachers. For example; Teacher W, Teacher Y and Teacher A respectively said that:

The main aim for me is to prepare the students to pass the exam, so I am focusing on some key sentences in each lesson, vocabulary, and grammar using a lot of students' first language. (TW)

Frankly, I teach English regarding or based on the influence of the exam, so I teach my students grammar and encourage them to memorize words. (TY)

I am working under a lot of pressure from my students in classrooms because they always ask me which questions and information that might be in the final exam. That is the reason for me to teach English based on the exam. (TA)

The teachers' responses showed that the focus on the exam led the teachers to follow GTM.

As stated by (Alhmali(2007) and Orafi& Borg(2009), in the Libyan education system, the exam is the only way that teachers can assess their students and is seen as the most important part of students' learning. Therefore, EFL Libyan teachers and students focus on how to pass the exam more than anything else during the learning process, such as developing students' communicative competence. That also makes it difficult for the teachers to adopt new approaches to teaching English.

After the intervention, in the group discussion, classroom observation, and the final interviews, the three teachers did not mention concerns about the method that they used to teach English nor the effect of the exam. That might be evidence of understanding the CLT approach and how its use does not preclude success in examinations.

After the demonstration reading lesson that I did with them, they appeared to understand the value of shifting their focus from leading the class to allowing their students to participate in all the activities. During the demonstration reading lesson and the group discussion, I tried to adjust my talk to be comprehensible to my participants. I played the role of the more knowledgeable other to support my participants to adapt their teaching so that they might teach interactively and also still help their learners to achieve well in the exams. Orafi (2008) and Aldabbus (2008) report that in the Libyan classrooms, the main focus is on grammar rules and word memorisation, so it is important that teachers develop their students' interactive skills so that they can ask the students to use the grammar and vocabulary in a meaningful. Since many educational innovations need teachers to be prepared to change their classroom practices and adopt new methods of teaching, teachers' professional development is also considered as a fundamental factor in the implementation process. However, professional development may not be the solution for EFL Libyan teachers to develop their understanding of the CLT approach if it is not appropriate and relevant to the needs of the teachers. The professional development that they actually received when the new curriculum was instituted was considered abstract and unhelpful, whereas the practical approach taken in the intervention and the discussion that followed, allowed teachers greater understanding into the processes of CLT and how it could be appropriate for their learners, while still meeting the requirements of the exam (See 1.2).

The pressure of preparing the students for the exam also led to the perceived pressure of time for the teachers. In the next section, I am going to talk about the effect of shortage of time on the implementation of the CLT approach.

6.5.1.2. The time

The time for each lesson can be an important factor that might hinder or help the teachers to implement communicative teaching, depending on the teachers' perceptions and how they take advantage of the time. Orafi (2008) conducted a research study to investigate EFL Libyan teachers' practices and beliefs in relation to curriculum innovation in English language teaching. The data showed that EFL Libyan teachers felt strongly that they were restricted with time. There are four English classes per week normally in the secondary school, and the time allotted is 45 minutes for each class and teachers may lose five minutes before starting the lesson. So, their main emphasis is to complete the course book because of the unified exam for all the students who are studying in the Libyan schools either in or outside of Libya. Orafi's participant teachers thought that class 'activities' were a waste of time (Ibid, 2008).

The data emerging from the first interviews revealed that all the participants also felt pressured for time. They believed the time was too short to give the opportunity for the students to participate in the class either by doing activities in pairs or groups or answering the teacher's questions. For example, Teacher W stated his concern to finish the course book in the time allotted for each class.

The time for each lesson is just 40-45 mins and that makes it very hard for both teacher and students to finish the course book on the time given. (TW)

Teacher A complained about limited time if he wanted to finish the course book and at the same time encourage his students to do some interactive tasks. He said;

The big problem in this book is the time. It needs time to finish it if you want to do everything. I mean to give time for the students to answer all the questions in each lesson by themselves and the teacher has to check their answers. Also, you cannot give the chance for the students to read the passage due to the limited time. (TA)

From the extract below, Teacher Y apparently did not even try to give his students the opportunity to think about the meaning of words in English. The reason for doing that might have been simply to save time.

Most of the time, I write the meaning on the blackboard because I want to save the time and do not give the students chance to make noise. (TY)

As can be seen above, before the intervention the three participants were concerned and felt very restricted with time, which was having an effect on the roles of the teacher and students in the classroom. As a result, teachers dominated the class and transmitted the information to their students. The students were not given the opportunity to work collaboratively to do the activities as directed in the textbook or try to think about the meaning of the unknown words. Also, there was an issue with the teachers' understanding of the implementation of the CLT approach. They seem to see it as an 'add on' rather than a potential integrated part of their teaching.

The intervention in this study was designed to develop the teachers' knowledge about teaching in a communicative way. After the intervention, the data illustrated some changes and progress regarding to teachers' perception about the restrictions of time.

For example; in the group discussion, Teacher Y mentioned the solution that I offered during the demonstration reading lesson to save time; I asked them to scan the text quickly. He said;

Also, you (Researcher) asked us to read the texts with limited time to find some answers to the questions. (TY)

While Teacher A suggested his solution for the shortage of time by saying that;

I will try to ask them to read the passage quickly and do not take much time to read the whole passage. (TA)

Teacher W did not mention anything about the time in the group discussion as he did in the first interviews. It might be that he was cautious or waiting to teach the reading lesson after the workshop I did with them to see whether he would be able to manage the time or not.

Responses obtained from the participants in the final interviews, indicated that they may have become less concerned about in managing the time as they did not complain about the pressure of time.

I needed to observe the participants to find if they were indeed able to overcome the problem of the shortage of time about which they had shown so much concern at the first interviews.

After the classroom observation, Teacher W was still concerned about the shortage of time.

Teacher W told me he wanted to ask them to do the task in the work book p; 22 in the class, but he could not do that because of the short time. Teacher W showed his concern about the time in the final interviews, but as I observed his class, he finished all the activities in the course book and wanted to do some activities in the workbook.

He said to his students, I wanted to do the activities in the workbook p; 22 together, but we do not have time to do them, so you have to do them as homework. (TW)

Teacher Y and Teacher A tried to save time by asking their students to do all activities in the class in a limited time. The notes that I wrote in the observation sheet about Teacher Y and Teacher A showed that respectively.

Teacher Y asked the students to work together to answer some questions from the textbook and gave them limited time. Examples: Is the desert hot or cold?-where is the largest desert? (TY)

Teacher A asked them to read the first sentence for each paragraph on page (19) quickly in a limited time to get the main idea and not spend lots of time to read the whole text. (TA)

In the final interview, the data revealed that Teacher W still considered the time very short. He argued that he could not give more time for the students to do all the activities, although he used some strategies when he asked his students to read the text quickly. He said that:

Time; the time is too limited for such quantity of information to study. (TW)

Teacher Y did not mention any issue regarding the time, because as he stated above, he appeared to have found a solution to overcome the shortage of time.

Teacher A also appeared to have developed his skill to deal with the time given for the class by introducing some reading strategies.

Teacher A said that asking the students to read quickly to find some information from the reading passage is a good way to save the time and do not give them the chance for making noise because of their numbers in the class. (TA)

The three participants showed a concern about the time before the intervention, but had different views after the intervention. Teacher Y and Teacher A had found some solutions to deal with the limited time available such as giving their students limited time to do the

activities or reading the text. Teacher W was still concerned about the short time, although he made use of some of the reading strategies he had experienced in the workshop to save the time when he requested his students read the text to find some information to answer the questions. However, he still maintained that the time given was not enough with the quantity of work given in each lesson.

6.5.1.3. Teachers' lack of training

The Ministry of Education (MOD) expected the EFL Libyan teachers to implement its policy regarding the updated curriculum. This curriculum requires the teachers to shift from GTM to a CLT approach. Orafi (2008) and Shihiba (2011) stated that EFL Libyan teachers were not provided with professional support or necessary training to develop their knowledge. As a result, the EFL Libyan secondary school teachers were unable to deliver this curriculum as it was designed to be taught interactively (Orafi, 2009).

Lack of training was reported in the responses of the three participants during the first interviews. As shown in table (5.1), Teacher Y attended training session for one week, Teacher A attended training session for two weeks, while Teacher W did not attend any training session, because he started teaching English in 2004 and the training sessions were conducted in the year 2000/2001. Based on my experience as a teacher and their responses, in the district where my participants are teaching English, there have not been training sessions since then. One round of training does not seem very satisfactory to ensure that teachers know how to use CLT approaches.

Teacher W was trying to develop his English fluency and understanding by himself. For example;

I didn't have any training just like most of the teachers here, but I am trying to develop my skills from time to time using the internet, watching English channels or reading some old books and sometimes we have a discussion with my work mates to share our knowledge to work together. (TW)

This quote clearly showed that Teacher's W efforts to develop are related to improving his language skills, not developing his teaching skills.

Teacher Y attended a one week training course; while Teacher A attended the training course for two weeks which they claimed did not help them to develop their ability for implementing the curriculum innovation. Also, they complained about the time of the

training sessions. As shown in (1.1), most of the teachers were not able to attend the briefing session because they were busy in the schools, so they preferred to attend training sessions during the summer as the schools were closed. Teacher Y said that;

I attended one week and that was long time ago. We need training at least one or two times per year and must last for two months in the summer. (TY)

Teacher A stated the same about the short time for the training session he attended.

I remember there was a training session for two weeks. I was one of the teachers who attended that training session. The main focus of the training sessions was about explaining grammar rules and also giving the meaning and the pronunciation for some words. (TA)

According to Adey (2004), teachers' professional development is important for successful teaching, but short 'one-off' training sessions will not be sufficient to provide EFL teachers with the essential knowledge and skills. He argues that "real change in practice will not arise from short programmes of instruction, especially when those programmes take place in a centre removed from the teacher's own classroom" (Ibid, 2004; p.156). Teachers need to have knowledge about new methods and strategies which will support them to manage their activities. Reviewing the literature and the data that emerged from the first semi-structured interviews showed the participants had not had enough training to develop their knowledge and understanding of the CLT approach. The intervention that I undertook such as demonstrating a reading lesson, group discussion and classroom observation aimed to help them construct their own understanding of teaching in an interactive way. The intervention and the discussion afterwards helped the participants to start developing their knowledge about the CLT approach.

Teachers Y and Teacher A who had attended short training sessions highlighted an important point about the quality of those training sessions. As they stated, these briefing sessions were conducted by EFL Libyan ex-teachers who already had been teaching GTM or English language inspectors who they perceived were not qualified enough to give teachers ideas about how to teach the updated curriculum. Orafi (2009) supported this idea and said those inspectors themselves needed training of how to engage with the updated curriculum. Extracts were selected from the first interviews to support this analysis. For example, teacher Y and A stated respectively;

The training session that I attended was given by inspectors and honestly, they do not have enough experience to conduct that training programme for us. (TY)

The training session was given by some old teachers and inspectors. They asked us if there is anything difficult in the new textbook such as word pronunciation, meaning or any grammar rules because the new textbook contains many grammar rules. (TA)

The participants' responses revealed that there was and is a lack of teachers' training and support which might improve teachers' skills and help them to understand how to teach the updated curriculum in an interactive way. Teachers' prior experience influenced them as to how to teach the updated textbook, which seemed to be reinforced by the trainers. As stated by Aldabus (2008), EFL Libyan teachers prefer to provide their students with large amounts of vocabulary to be memorised and grammar rules because they believe, from their own experience as learners, this way of teaching is the starting point to learn any foreign language. This in turn requires that the ones who prepare any training programme need to consider teachers' prior experience and link it to the newly proposed practices as stated by (Wedell, 2005; Timucin 2006).

6.5.1.4. Students' level

Students' low level of English proficiency is thought by some to be the key factor influencing the extent to which the effective implementation of the updated curriculum can be achieved.

Radzi et al. (2007) argue that the introduction of the new curriculum to improve the quality of English language teaching in Malaysia did not successfully help students to be able to communicate in English competently. Shihiba (2011) reports that some EFL Libyan teachers are trying to ask their students to undertake some communication activities such as problem-solving or role-play, but students' low levels of English proficiency make it very difficult. Sawani (2009) states that EFL Libyan students' level of speaking English is very low and might be insufficient for the needs of their education.

The data obtained from the first interviews revealed that students' perceived low level of English was a barrier deterring the teachers from successful implementation of the CLT approach. All the participants pointed out their students' low level of English. Teacher W referred to the difficulty that he faced if he asked his students to participate in any activity. The three participants mentioned the students' low level as a challenge for them to conduct group work or asking them to answer questions (See, 6.4.2 & 6.4.5). A recent research

study conducted by Al-Fourganee (2018) to assess Libyan students' oral communication in secondary schools found that a low level of competence in language skills hinders Libyan students from using the language successfully. That aligns with Rahman (2014) who conducted research in Malaysian primary and secondary schools, a context which can be considered similar to Libya with regard to the introduction of a new EFL curriculum based on communicative approaches. She found that the students had very weak levels of English language competence, especially in oral communication. Students lacked the communicative skill to be able to interact effectively in the TL.

Despite identifying issues in the first interviews with the level of their students' language, in the group discussion after the demonstrated lesson, Teachers W and Teacher A did not mention anything about their students' level, while Teacher Y was still concerned about his students' level if he used English in the class. He reported:

I like to use English as I can, but my students' level is very low. If the students cannot understand me, that might have a negative attitude towards learning English for them. (TY)

This quote shows that Teacher Y is clearly concerned to motivate his learners and to encourage them to have a positive attitude to English, showing his commitment to being a good teacher.

I was interested to observe my three participants to find out if their students' level was as low as was mentioned by the participants. After the intervention, from the observations and final interviews, the participants appeared to have made a shift in thinking about language teaching towards the CLT approach in which the students are given the opportunity to participate in the class. Watching them teaching in this way helped me to evaluate the students' level as mentioned earlier when I observed my participants in the class.

The notes I had written on the observation sheet while I was observing my participants showed that, although the three teachers encouraged their students to participate in the class, they made a balance between students' L1and English. It can be argued that because the teachers felt they knew their students' skills of English, they preferred to scaffold their learning by using Arabic. This was confirmed from the notes regarding observations of the three participants. The notes showed teacher W, Teacher Y, and Teacher A's concern about their students' understanding if they did not use Arabic. These three extracts from the observation notes illustrated the three teachers' concern;

Teacher W could not use English all the time and makes a balance between English and Arabic, because of his students' level. (TW)
After the class, Teacher Y told me that he tried to use Arabic from time to time to explain the meaning for some words and his instruction, because the students sometimes find some problems to understand him if he uses English. (TY)

Teacher A realised the difficulties that his students face to guess the meaning in English if he did not help them by using Arabic to demonstrate the meaning for the unknown words. (TA)

Although the three participants changed their classroom practice after the intervention by giving time to their students to participate in the class, their responses in the final interviews varied from one teacher to another. For example, Teacher Y and Teacher A were still concerned about their students' low level. They said, respectively:

In the group or pair work the students use Arabic when they discuss with each other because their English is not high. (TY)

I cannot say it is difficult to do group work, but the problem is with students' level of speaking English. Also, I noted some difficulties when I asked the students to guess the meaning from the sentence because the students do not have lots of vocabulary. (TA)

Although, Teacher W was still worried about the students' low levels of English proficiency, he had a very positive attitude for the students' development. He claimed;

That will be a bit difficult for them at first if they want to talk to each other in English, but with the time they will find themselves comfortable with this way especially if some of them want to complete their study in English. (TW)

Bhooth et al (2014) suggest that teachers can scaffold learners by using their L1 to facilitate their participation in the collaborative activities.

Khalid (2017) reports that not all the challenges EFL Libyan teachers face in the classroom to implementing the CLT approach can be attributed to the students, and there are other factors including a large number of students in the class. Another factor may relate to student confidence.

6.5.1.5. Students' confidence

According to Ashour (2000), confidence is important to develop students' abilities in speaking English. He argues that Libyan EFL students do not have the confidence to communicate and hesitate to ask or answer questions in front of the class, especially in mixed classes where male and females study together, because they are shy or afraid of making some silly mistakes in front of the others in the class. Al-dabbus (2008) finds that EFL Libyan students do not have confidence in their English speaking skills and when they work in pairs or groups, they prefer to use their L1.

In the first interviews when I asked the three participants about group work activities and their opinions of their students and about the updated textbook, their responses mostly were not different from one another. Teacher W mentioned his students' opinion about the updated textbook. He reported that his students said to him:

We do not like to work in group because if someone of us make a mistake, that will be very bad to this student in front of the class. (TW)

Teacher Y and Teacher A articulated the same opinion about their students' confidence as can be shown below respectively:

They do not like answering the questions or doing the activities that need them to present them in front of the class, because as they said they do not have the confidence to do that and are afraid of making mistakes in the class. (TY)

The students do not have the confidence to speak in front of the class. (YA)

During the classroom observations with the three participants, I noticed the students started to participate in the group work and it seemed from their body language and animation, they felt they had more freedom in the class. I noticed each group talked to each other in Arabic and asked about some clarification such as meaning for some words or explanation about the requested task. That could be ascribed to the relationship that the three participants built with their students allowing them to interact in Arabic and sometimes using a little English. Thus, they found it easier to use their Arabic and resort to their teacher whenever they faced any difficulty. According to Gardner (2010), one of the most effective ways of teaching is building a good relationship and a pleasant classroom environment. That can help the students to become motivated and comfortable to participate more in classroom activities and practise the TL communicatively. It seems to be that a close relationship had already been built between the teacher and the students.

The three teachers referred to their students by their given names. They worked to diminish the power distance between the teachers and their students. Also, they greeted their students in an informal and friendly way when the class had not started yet which may have been designed to help them to feel more comfortable to participate and give answers to the teacher's questions.

The three participants put their students in groups at the beginning of the class, so they could do all the activities together. I noted the students in each class I observed were talking to each other in the same group and used little English. They use Arabic to ask the teacher if they faced any challenge. The pleasant environment that was created by the teachers helped the students to work with more confidence and the groups started challenging each other to do the requested activities successfully, but with more noise. Westwood (2008) reports that one of the advantages of having students interact with each other is to support them to increase their confidence and decrease the anxiety that is often found in the classes where teachers implement a TCA.

After the classroom observations, I asked them about the noise students created during the group work activities and if they felt they would be able to control the level of the noise by classroom management moves. Their answers were the same; they said the aim of the group work activities is to improve their confidence in regard to the participation in the group.

In the final interview, Teacher Y was the only one of the participants who showed his concern about the students' confidence.

The question aroused in my mind was: how to support learners to contribute in class? That might need further research to investigate ways of encouraging and supporting learners to participate in the class, especially the learners who lack the confidence to talk in front of the class. However, Ellis (2003) argues that collaborative work such as pair and group work activities are more effective for fostering students' interaction in classrooms than whole-class teaching. During the classroom observation, I noticed the students became active and seemingly more confident during the group work, although they participated in Arabic more than English to present the answer to the whole class. Some strategies teachers can employ to support the students to present their answers in English most of the time can include providing the students with scaffolding such as some expressions to help them to present their answers in English. The teacher can translate the students' Arabic answers to English. Also, the teacher can encourage the students to use English more than

their L1through the use of praise and careful questioning. This is something that could develop as teachers and students became more accustomed to working collaboratively.

6.5.1.6. Large classes and noise

The quality of teaching and learning can be highly influenced by some internal factors such as large classes and students' noise in the classroom. Noise makes the tasks that need students' concentration and attention very difficult to complete (Bandbury& Berry, 2005; Button, Behm, Holmes & MacKinnon, 2004).There is a strong link between noise and large classes as the teachers mentioned in the first interviews. I decided to address these two themes together.

Michaelsen, Knight and Deefink (2002) state that teachers in large classes might have issues with managing their classes because discipline problems might be more frequent and severe. A recent study conducted by Abahussain (2016) about implementing the CLT approach in Saudi Arabia revealed that, teachers who teach crowded classes were concerned with the noise from students if they applied any communicative activities. Ellis (2005) agrees and claims that noisy and undisciplined classrooms can be one of the big constraints that might prevent teachers from using pair or group work in the class. He adds that noise is more problematic for the teachers rather than the students, because the students may be not aware of how much noise they are making especially in a large class.

Aldabbus (2008) argues that one of the difficulties that participants such as those who took part in this study, face in employing CLT approaches is having a large number of students in one class. In these classes, not all students may have the opportunity to participate. Added to that, the organization and layout of the Libyan classroom is another factor that might hinder the teachers from using pair or group work, especially when students are sitting in regimented rows as shown in the picture below.

Picture: 6. 1: From Alamy.com (Libyan classes)

The first interviews revealed that the three participants did not appear interested in doing pair or group work due to the fact that they were teaching large classes, which, they were concerned in turn, would lead to the students taking the opportunity to make noise or go off task. Their responses correspond to the study conducted by Wedell (2005), who reports that teachers who have difficulty with managing a large number of students might not be able to practise communicative classroom techniques or activities. For example, all the participants indicated that they were worried about losing control of their large classes if they wanted to use pair or group work in the class to improve their students' communicative skills. The extracts below taken from the first interviews show the fear of the effect of the noise and large classes on the participants' performance in implementing collaborative learning.

Teacher W, Teacher Y, and Teacher A respectively stated that:

As I told you, I do not use or prefer group work. I think it is hard to control or to know who will work in the group and who won't, because of the numbers of the students in the class. (TW)

The problem that I am facing in the pair or group work is that we have large numbers of students in the class and I cannot control the students and that might create a noise in the class. (TY)

There are many students in the class, so I cannot ask the students to work in group, because that will be a good chance for making noise and I cannot control the students. (TA)

From the results emerging from the interviews before the intervention, the participants found difficulty in dealing with large classes. They felt that they were not able to control the students if they asked them to do some group activities. They believed that the noise that students might create in the classroom was connected with asking their students to do in pair or group work.

After the intervention, specifically in the group discussion, Teacher Y did not mention anything regarding to the large class and the noise that students might create during the pair or group work. Teacher W and Teacher A showed different opinions. For example, during our group discussion, Teacher W noted the solution that I used in the demonstration reading lesson to deal with the large number of the students in the class by keeping them busy might overcome the noise in the class. He said that;

You (Researcher) put the students in group and the way of putting the students' desks in a semi-circle is very helpful and gives us a chance to be close with our students while they are working in groups and we can support them to do the activities and can prevent or reduce the chance for making a noise. (TW)

Teacher A was looking for a solution to help him to use group work with his huge number of students without creating noise. The extract below showed his concern.

The group work seems good because the students can talk together and that is a good way to encourage them to take a part in the class. My question is that the students will make noise in the class if I ask them to do group work activities. What should I do to prevent them to make noise? (TA)

I suggested giving them limited time to do the activities and watching all the groups closely so that they would not have an opportunity to make noise. Also, I suggested that the teacher can create competition between the groups and that will be a motive for them to work hard.

I observed the three participants while they were teaching in their overcrowded classes. In Teacher W's class that I observed there were 51 students. Also, there were 39 to 42 in the other two classes that I observed with Teacher Y and Teacher A. I noted there were not enough desks in the classrooms and three students were sitting at the same desk, although the desks are designed for two students.

After the intervention, the three participants appeared to have developed greater understanding about the CLT approach. They put their students in groups and asked them to work together to do the requested activities.

As I mentioned earlier, there were 51 students in Teacher's W class and I noted during classroom observation that it was difficult for him to control these numbers of the students. Beside the noise that students might create in a large class, some of the students did not want to work with each other in the same group. Those students preferred to work individually. It appeared that they wished to show the teacher that he is the good student in the group.

Teacher Y and Teacher A were teaching classes with 39 to 42 students. During the classroom observation with the two teachers, I noted when they put their students in groups and asked them to work together to do the requested activities. The students were not familiar with working in groups and they created a lot of noise. That does not mean the students did not work with each other, but they discussed the questions loudly. Teachers Y and Teacher A monitored the groups closely and used Arabic to reduce the noise in the class.

The data emerging from classroom observations indicated that the three teachers were starting to use an approach which incorporated collaborative learning strategies by putting their students in groups.

Although the students were using Arabic more than English and creating noise, they seemed animated doing the activities in groups. They gave the impression that they were happy to do the activities in groups because they could help each other, especially in the groups where there were some students whose English was not good enough to work individually.

The three participants faced difficulty to know who worked or not in each group because of the large numbers of students in their classes. After the classroom observation, the three teachers said that, if they gave one to one attention to individual students that meant they would spend only a certain amount of time with each learner and as the time allotted for the class is very short, it might mean that some learners were not monitored. Earthman

(2002), finds that teaching large numbers of students hinders teachers' attention to individual students and slows down the progress of students' learning. In such classes quality learning might not be achievable. Within the existing large numbers of 39-51 students in one classroom and assessment only by structured English exams, it is no great surprise that EFL Libyan teachers continue to perceive challenges in adequately implementing the CLT approach. It can be suggested that to help the teachers to remain more student-centered, the teacher needs to conduct limited group work activities which would allow students to collaborate, but which would not take over the whole class. The teacher should make strict rules regarding the level of noise a teacher expects. Also, to reduce or prevent the noise, the teacher should move around the room to monitor all of the groups.

In the final interviews, when I asked my participants this question "During your reading lessons that I demonstrated with you, what things did you find difficult or easy to do with your students in the class?" two of their responses related to the large class size and the noise.

Teacher W and Teacher Y showed the difficulty they faced when they taught the reading lesson with the large number of the students in the class. They said that respectively;

For the group work, I found some difficulty to control and manage the class especially as I am teaching classes with large numbers of students "51 students". (TW)

*For me as a teacher I find group or pair work is very interesting to do it, but with the large number of the students might give them chance to make noise during group or pair work. Also, I cannot watch and help all of them. (*TY)

Teacher A suggested some solutions that might help him to deal with the large number of the students in his class. For example; he put a leader in every group to help the other students in the same group. He said that:

As you saw there were lots of students in the class and I cannot watch and help all of them and the leader might do that and takes my role of helping the group. (TA)

Teacher's A reaction to the noise students might create in the collaborative work was very important as he put a more knowledgeable other in each group to support his peers during the collaborative work. Teacher W and Teacher Y were interested in conducting collaborative work in the class, but they did not suggest any solution. The idea that Teacher A suggested during the collaborative work might be helpful for the other two teachers and that shows the importance of teachers' engagement in discussion about approaches to pedagogy.

Teachers can adopt socio-cultural approaches and the role of the more knowledgeable other who can help support less proficient learners in large classes. Van Lier (2006) argues that through processes of collaborative work, scaffolding happens when learners interact with classmates who are more knowledgeable. He states that this kind of scaffolding between learners whose language and learning proficiency levels are not different from each other might be powerful and constructive.

Based on the observations and discussion above, it can be argued that the three participants had started partially implementing a CLT approach with their students, but the numbers of the students in their classes were perceived by them as a barrier. They felt that they had lost the control of the students during the group work activities.

Blatchford (2003) claims that in large classes, teachers face instructional, discipline and evaluation problems which could have an adverse effect on the quality and amount of teaching and also the quality of students' work and concentration in the class.

It seems that the three participants took the responsibility to promote communication in the class. They started the class by warming up their students by asking questions to encourage the students to practice the language. They asked their students to do all the activities in groups, but it was clear that they needed to develop the skill of organising group work effectively, putting their students into groups and guiding them to work together. For example, as it is also a new experience for the learners, the teachers have to teach the students how to speak and listen to each other while they are working in groups. Also, they need to develop the skill of assisting students when necessary so that the students can use the language. They need to exploit the notion of the ZPD of choosing a knowledgeable student in each group to support the students in the group. These skills will be developed over time and practice. As the data showed, the participants started developing their knowledge and understanding of the CLT approach, but more CPD is needed to help them to overcome some difficulties they mentioned such as dealing with the large numbers of the students during the collaborative work.

6.5.1.7. Mixed-gender classes

It is important to mention that the three participants taught single-gender classes. Female and male students are separated in most of Libyan schools. This is starting from grade six at the end of Elementary schools when they are typically 12 years old. Beyond that point female and male students are not allowed to study together at the same class until they

finish their secondary stage and get back together at university. Within the Libyan culture, it might be considered as a violation of the socio-cultural norms if males and females work in groups (Kirkpatrick, 2017).

Although the three participants did not teach mixed-gender classes during the time I worked with them, their responses in the first interviews revealed that they were not keen to allow male and female students to work together in groups. That is due to the cultural, social and religious factors that are inherent in the Libyan society which play an important role in determining what goes on in Libyan classrooms. The three participants showed the impact of the religious and Libyan culture on working with males and females in the same group. Libyan society is characterised by high respect for religious and social values (Shihiba, 2011). These quotes showed the responses of Teacher W, Teacher Y, and Teacher A respectively:

To avoid problems that might arouse from working male and female students together, I prefer not to ask them to work in mixed group because of our culture and traditions, you know, as I said I am the only speaker in the class. (TW)

Our Islamic rules and also our beliefs in Libya do not allow male and female students to work together. (TY)

Let me start with problems related to group work. The culture and the religion do not allow male and female students to talk together, although there is some change now in some places in Libya, they talk together. (TA)

After the intervention, Teacher W and Teacher Y did not mention anything regarding teaching mixed-gender classes, but Teacher A commented on teaching male and female students together after the classroom observation I attended with him. He said:

I want to add that this way of teaching, I mean asking the students to work in group will not work in the classes where there is male and female students and that because of our culture. (TA)

Khalid (2017) and Orafi (2008) state that Libyan teachers' beliefs and perceptions about teaching mixed-gender classes were derived from the conservative traditions and rituals of the Libyan community. It is not common for male and female to speak together even in open places, because of Libyan culture and beliefs which state that it is not acceptable. Even at the universities where male and female students are studying together, interaction in the classroom usually happens among groups from the same gender. For example; male

students prefer to work together in the same group, while female students tend to keep to themselves. Al-dabbus (2008) reports the sensitivity of the interactions between male and female students in Libyan secondary schools as an important challenge faced by Libyan EFL teachers in implementing communicative activities. It can be suggested that group work in the Libyan mixed classes will have to be carefully planned so that there is no possibility of offending the cultural sensibilities, especially in the Libyan universities there are a mixed classes where males and females students could work in same sex groupings. That might happen in schools if there are mixed classes because of the strong effect of the Islamic rules and Libyan culture. In these classes, boys could work with each other and the girls work in groups of girls.

6.5.1.8. Lack of facilities in Libyan schools

Oluremi and Olubukola (2013) conducted research in Nigerian public schools to investigate the impact of facilities on students' performance. They found that facilities have a huge effect on students' performances, and insufficient facilities translate to poor performance. The classes, the desks, lighting and the black boards in the classes where I observed my three participants were in poor condition.

These factors as stated by O'Neill (2000) might produce comfort or irritation to the students and the teacher, depending on the state of the environment. He argues that students' behaviour is often driven by how they perceive their surroundings, including their physical environment. Although the focus of my study was on reading classes, in the first interviews, the three participants were concerned about the lack of some resources such as a laboratory for the listening classes, although reading and listening are both receptive skills. They argued that a laboratory might facilitate the teaching of the listening section and thus improve the students' speaking skills as they would be exposed to a good model of speech. In this regard, the report of the General People's Committee of Education (GPCE) (2008) mentions that many Libyan universities and secondary schools were provided with language labs and computers (GPCE, 2008). However, some of these changes were carried out only in the universities and secondary schools in the big cities. In Libya there are several secondary schools in small towns/villages in which there is a dearth of resources including the town/village where I conducted my research. In the majority of Libyan primary, preparatory and secondary schools, the textbook and the teachers are the only resources available, which also limits creativity and innovation in teaching.

Abushafa (2014) reports that resources and facilities have a major effect on the quality of what is being delivered and can also impact the enthusiasm and motivation of both students and teachers for learning and teaching English. Khalifa (2002) reports that the education authorities in Libya should consider improving the educational system as a priority, as schools and universities still suffer from shortages in facilities. Most of the schools do not have laboratories, computers and information networks, besides a lack of qualified teachers, and the use of traditional methods of teaching. Teachers still have to deliver the curriculum, but providing the schools with more desks in more spacious classrooms might help teachers to overcome the problem of conducting group work activities as there are many students and not enough desks in the classroom.

6.5.1.9. Outside pressure

There are some barriers that might affect EFL Libyan teachers from implementing the CLT approach in the class. These factors could be classified under external or outside pressures such as exam pressure which can be considered as internal and an external factor as well and the limited time allocated for each class. These pressures were identified by the teachers as issues which affected their concentration and ability to teach. I mentioned earlier the teachers' concern about the exam and the shortage of time, but I need to show the outside pressure experienced by the teachers regarding to those two factors.

The data from the interviews showed that teacher W and teacher A felt pressured by the exam and the shortage of time to complete the course. They also felt the pressure that students' parents, inspectors and the head teacher put on them as teachers. The inspectors and the head teacher were concerned about completing the course book, because of the unified exam, which is based on the textbook, across Libyan secondary schools. They felt restricted by time as they had to finish three or four units in one term. Although the new curriculum focuses on the students and the intention is that they will take responsibility for a lot of work themselves, the teachers do everything for them and no time is given for the students to participate in the class.

These quotes illustrated the outside pressure students' parents, head teacher and the inspectors put on the teachers.

Teacher W said:

Some students and their parents are complaining if their students could not pass the exam and their excuse is that the teacher did not finish the textbook. They put all the responsibility on us as teachers. (TW)

Teacher A said:

The inspector's concern is to finish the textbook during the year because there is a national exam for all the students. If we could not finish the textbook, then we will be blamed by the head-teacher, students and their parents- if they do not pass the exam. (TA)

Students' parents, according to the teachers, are concerned about helping their children to pass the exam. Aldabbus (2008) confirmed this in his research and said that English in EFL Libyan classes is taught with the sole aim of passing exams and moving to the next stage.

Other outside pressures such as teacher morale or motivation could be fundamental components in teaching and learning second language. According to Baker (2011) "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals" (p.128). Although Libya is a country with one of the highest national incomes in Africa**,** the average salary for Libyan teachers is very low and can scarcely support their minimum living needs. Linvill (2013), who conducted research on Libyan teachers during the Gaddafi regime, showed that "salaries were kept low to the point that many faculty members had to hold multiple jobs" (p.28), because of the increasing gap between salaries and the cost of living in Libya.

The education system in Libya does not adopt a hierarchy of teaching positions such as teaching assistant, first teacher, or head teacher, which means that teachers are not likely to be motivated by promotional aspirations (Mahjobi, 2007). These two reasons (low salary &lack of opportunities for professional progress) affect negatively teachers' motivation to improve their teaching strategies when opportunities arise.

There have been very few opportunities for teachers to find out about how to improve their teaching strategies in Libya and maybe, as a result, the participants in this study welcomed the opportunity to review their previous strategies and explore other approaches, such as the CLT approach I modelled in front of them during the demonstration reading lesson.

Although my focus in the research is on the teachers, it is important to mention another point which might be considered another one of the challenges EFL Libyan teachers face

to implement the CLT approach. Some of Libyan EFL students are not interested in learning English. They think of English as just another school subject, that has to be learned by rote and they do not see its importance for their prospective employment. They prefer to use Arabic rather than English for communication both outside and inside the classroom (Mansor, 2017). The pressure of limited time, the exam, low salaries and helping the students to pass the exam present difficulties for teachers to motivate learners, especially if the teachers are feeling demotivated themselves.

6.6. The opportunities for implementing the communicative approach

Although I have mentioned the positive aspects of the updated textbook, I would like to refer to it again to show the opportunity which lies in the textbook for implementing the CLT approach. This section demonstrates the opportunities for the EFL Libyan teachers to teach the updated text book in an interactive way. In the Libyan secondary school classes, the text book is the only means teachers use to teach English. As I mentioned earlier regarding the challenges teachers face to implement the updated text book, there are also some opportunities to teach in a communicative way. Jabeen (2014) mentions that the CLT approach is strongly associated with some activities that need the learners to work together such as; role playing and pair and group work. This approach is reflected in the layout and design of the textbook, and the types of activities it includes, such as pair and group work. The updated textbook is designed for learners to practise the language interactively. The classroom activities in the updated textbook were designed to be performed through problem-solving and pair and group work (Shihiba, 2011).

6.6.1. The updated textbook

In the first interviews, the three participants revealed the opportunities that lie in the design of the updated textbook for implementing the new EFL policy. Although they were not applying the CLT approach before the intervention, they showed their understanding of the textbook which follows the CLT approach.

Saleh (2002) states that the updated Libyan text book is designed to be learner-centered with student led-activities, with the role of the teacher being that of facilitator. The activities in the textbook provide opportunities for the students to work together and participate in the class. The three participants were aware of the role the teacher and the students should take during teaching and learning using the textbook. This can be seen from their views about the updated textbook.

When I asked the three participants about their views about the updated textbook, they mentioned some positive points of the textbook (See their response in 6.4.1).The teachers' view about the updated textbook is evidence that they are aware of the opportunity that the textbook can provide for the EFL Libyan teachers to implement the new policy. Moreover, the design of the updated textbook as stated by Orafi (2008) is one which requires the teachers and the students to adopt teaching and learning using English. The teachers' role is to provide opportunities for their students to use the TL. The question therefore arises: why are EFL Libyan teachers not able to implement the updated curriculum as it was designed to be taught interactively?

Omar (2014), Shihiba (2011) and Orafi (2008) attribute this lack in teaching the updated textbook communicatively to the lack of understanding of the curriculum principles, lack of appropriate training and teachers' beliefs about language teaching and learning. Thus, teachers "need the appropriate training to be able to meet their students' language and learning needs and to facilitate academic growth" (Samson & Collins, 2012: p. 8).

6.6.2. Teachers' training

It is important for the teachers to adopt new ways of teaching and to change their classroom practice to match educational innovations. Teachers' training is seen as an essential factor to support the teachers in the implementation process. Malderez and Wedell (2007) say that the effective teaching of teachers is regarded as the main factor influencing the extent to which the effective implementation of new reforms to the English language curriculum occurs as planned.

International research conducted to investigate the importance of classroom interaction showed that managing the quality of teacher-students interaction is regarded as one of the most crucial factors in improving the quality of learning and teaching, especially in contexts where teachers' training and learning materials are limited (Alexander, 2008; Hardman et al., 2009). The situation in the Libyan context is not different. In the Libyan secondary schools, the textbook is the only resource EFL Libyan teachers use in the class and the teachers lack appropriate training to teach the updated textbook in the way it was designed. This study is, therefore, important at this time as it provides an understanding of the supports teachers need in the Libyan context and presents a possible model for teacher support in order to maximise their effectiveness in using the textbook.

According to Hardman (2011) intervention with teachers at the school and classroom level through training sessions is important in raising the quality of teaching and learning. Also, it can help teachers to obtain understanding of high quality educational pedagogical processes in the classroom and enable them to develop their knowledge and skills about teaching English. The data emerging before the intervention correspond to Salah's (2002) and Orafi's (2008) results in investigating the implementation of the updated curriculum. They said that there is still resistance to implementing the CLT approach from the EFL Libyan teachers, because of the poor or non-existent training of teachers. The data from the semi-structured interviews illustrated that the three participants' believed that their role was a knowledge transmitter rather than scaffolding their students by providing activities to help the students construct their own knowledge.

Peterson and Irving (2008) state that lack of understanding or misconception of innovations by teachers can significantly influence their implementation in classrooms. Therefore, it can be strongly argued that improving teachers' performance and competences and providing them with guidance and sufficient support should be considered before introducing a new curriculum. However, this did not happen because of the implementation of the top-down policy by the MOD in which teachers' opinions was ignored. This led me as a Libyan teacher to try to investigate ways to develop EFL Libyan teachers' knowledge and understanding so that their teaching would become more learner-centered. To do that, I followed the training perspective of Richards and Farrell (2005) in which teachers need to learn how to use effective strategies to open a lesson such as warming up. Also, they needed to learn how to help their students to manage their own learning such as working in pair or groups, asking questions and interacting with their teacher.

The participants have not completely changed their teaching method, but after the intervention, the three participants showed some changes and progress regarding the implementation of the CLT approach. For example, during the classroom observation, Teacher A followed Vygotskian principles on the ZPD and scaffolding through which a teacher or more competent peer gives aid to the students.

The three participants encouraged their students to participate in the class by asking them to do some activities in groups. Many of the students shifted to becoming active participants in the class. The data gained from the classroom observation that I took while I was watching my participants in the class showed that the majority of the students participated effectively in the class.

According to the views of the participants in the final interviews, asking questions, using some reading strategies such as warming up and scaffolding their students to achieve the requested tasks seemed to be helpful to encourage the students to use the language.

It could be argued that the teachers appreciated the training represented in the intervention that I did with them. There appeared to be good progress in their teaching practice as the data showed evidence of a shift from TCA to SCA.

According to Kirkgoz (2008), training might develop teachers' knowledge and understanding of practical and theoretical assumptions of innovations. The duration of the intervention that I undertook with my participants was three months which was relatively short, but as can be seen in the data they started to show a change in their classroom practice. This could be considered remarkable, particularly as they had spent so many years teaching in a very teacher centred manner using grammar translation. According to the findings of this study into the participants' practice in the classroom after the intervention, it appears that focused and continued teacher training may be a good opportunity for EFL Libyan teachers to develop their knowledge and skills in teaching using a CLT approach. As stated by Abahussain (2016), continuing professional development can train EFL teachers in teaching for communicative purposes, applying CLT in their teaching practice and creating communicative activities such as pair or group work.

6.7. Summary of the findings

This chapter presented a description of the ways in which the participants were teaching reading before and after the intervention that I undertook with them. Before the intervention the participants considered the GTM as a typical approach to teach English. As stated before, EFL Libyan teachers are equipped only with the textbook from which they teach. Hughes (2003) argues that the focus on the exam would likely encourage the learners to focus on understanding word meaning and grammar rules rather than developing their communicative skills, so EFL Libyan teachers focus on teaching vocabulary and grammar rules. Thus, this method "GMT" might be helpful to the educational process in Libyan context as the students are well prepared for the exam, but it is not effective at equipping the students to be able to communicate in English (Aldabbus, 2008).

Similar to the washback effect of the exam, lack of training to teach the curriculum in using a CLT approach influenced the teachers strongly to fail to apply the changes embodied in it. Teachers believed the level of English and the required skills of the learners in this updated textbook to be very high for the students. Teachers said that the updated curriculum is beyond the students' level. The data obtained from classroom observations showed the difficulty that the students faced during the group work activities and they tended to use the L1 to communicate with each other. In addition, students' displayed a lack of confidence of speaking English in front of the class. It is highly possible that learners do not want to participate in the class because they are afraid of making mistakes. This might affect the level of interaction in the classroom (Hidri, 2018). However, there is a difference between speaking in front of the whole class and speaking in a small group of peers. Students can be more confident about using the language to communicate if they practice language in small group.

After the intervention which took the form of a short training session which aimed to support the participants to shift their ideas about teaching from TCA into SCA, the results showed what might be considered a huge difference for the teachers, because they appeared to have developed their thinking. The progress they made from shifting to a more communicative teaching approach even after a short intervention was evident while they were observed teaching a reading lesson in the class. During the classroom observations the students were participating in group activities in order to answer questions in the textbook.

The teachers improved students' participation and interaction in the classroom. They started warming up the students by asking them some questions to activate their knowledge and used questioning to support them to achieve a good level of L2 comprehension input, in order to support them to communicate during the discussion as recommended by Ellis &Fotos (1999).According to Ellis (1999) teachers should create meaningful interaction among the students to develop their language learning.

Instead of giving or writing out the meaning for the new vocabulary, teachers asked the students to guess the meaning for the unknown words from the context and scaffolded the students' learning by using some visual aids if they could not get the meaning at first, such as showing or drawing a picture. This activity helped the students to work collaboratively in small groups to discuss possible meanings of the words. Also, teachers asked the students some questions to check their understanding and provided positive feedback to motivate them to participate in classroom activities (Slavin, 2006).

It could be argued that the results emerging after the intervention showed that the teachers had thought carefully about how to engage the learners in their learning and were gradually developing their teaching practice to teach in a communicative way and encouraging the students to be more participative in the class. The data emerging from the classroom observation indicated that, if this way of teaching continued, the students' role would move further toward that of participant rather than passive receiver of knowledge about language.

Although the data showed positive progress the teachers made regarding their understanding and implementation of communicative teaching, there are some factors that might influence interaction in EFL Libyan classes. For example, the exam is the main focus in Libyan classes. As stated by Al-Buseifi (2003) and Orafi (2008), EFL Libyan teachers want to help students to pass the exam and may not concentrate on the possibilities for the language to be used for communicating in exercises in class. Perceived lack of adequate time and large numbers of students in the class are other factors might dissuade teachers from organising regular interaction. The findings showed that the teachers believed that, in addition to the exam preparation, they were not able to devote enough time for the students to work in groups or participate in a discussion with large numbers of students in the same class. Teachers complained of the high noise levels due to the large numbers of the students in the class, if they asked the students to work in groups. Another issue relating to noise was class behaviour management.

Mixed gender is not really relevant to my participants in my study, who all had same-sex classes, but I have to bring attention to it as it is important to the Libyan context. Sawani (2009) argues that the culture of learning decreases the possibility for students' participation in class activities. The three participants referred strongly to the effect of the Islamic beliefs and Libyan culture which restrict male and female to talk together, especially in the small cities.

Insufficient training for teachers was considered by the teachers as one of the main challenges, leading to teachers' failure in the implementation of CLT and leading them to maintain using traditional methods such as GMT (Wang, 2002). Appropriate teachers' training programmes could help to develop and improve teachers' teaching skills and knowledge (Creemers et al, 2013). As shown earlier, before the intervention the teachers were applying a traditional teaching and learning approach centred on using the GTM. After the intervention teachers appeared to have developed positive perceptions that encouraged them to be more willing to use the CLT approach. They encouraged their

students to do group work activities, scaffolding their students' learning when necessary and allowing more time for the students to participate in the class.

It could be argued that teachers participating in this research were starting to develop their own confidence and competence in teaching communicatively.

This suggests that the policy enactment in which teachers' opinion about the updated curriculum was ignored had created a gap between the teachers and the implementation of the new EFL policy in Libyan secondary schools. This aligns with Orafi's (2008) findings that lack of training for EFL Libyan teachers and ignoring their opinion in the introducing of the new curriculum have affected the implementation of the updated curriculum.

6.8. Chapter summary

This chapter presented and analysed the findings that emerged from the research tools based on the research questions of the study. It presented the findings for analysis in three stages. The first stage included teachers' beliefs about the textbook, teachers' beliefs about the method of teaching reading and teachers' beliefs about collaborative teaching before the intervention. The second stage discussed teachers' beliefs about the method of teaching reading and teachers' beliefs about collaborative teaching after the intervention. The third stage considered the challenges and opportunities for implementing the new EFL policy. Before the intervention, the data showed that teachers applied the GTM approach and students were not provided any opportunity to participate in the class such as doing some collaborative activities.

After the intervention, teachers appeared to have started partially applying the CLT approach. Teachers started asking questions at the beginning of the class to warm up their students. Students were asked to take some responsibility in their learning by trying to understand the meaning of the unknown words with the help of the teacher. Teachers put their students in groups to do some activities and scaffolding them to facilitate their learning. Although the teachers started partially developing their knowledge of the CLT approach, they still found some challenges to teach communicatively. These challenges led the researcher to consider the type of professional development that would be appropriate, relevant and above all helpful for the Libyan teachers to deal with these challenges. The final chapter will present the conclusion of the research.

Chapter seven: Conclusion

7.1. Introduction

This chapter aims to review the problem and the main purpose of this research and how this has been met. Additionally, it summarises the findings obtained from this research and its contribution to language teaching. Finally, it concludes with the limitations and with recommendations based on the findings of the investigation.

7.2. The problem of this study

As mentioned in chapter one, the Ministry of Education (MoE) in Libya introduced an updated curriculum in an effort to develop teaching and learning English in Libyan preparatory and secondary schools. This new curriculum required EFL Libyan teachers to change their way of teaching English from a focus on teaching vocabulary and grammar rules to a more interactive methodology, that is, to implement the communicative language teaching (CLT). However, Alhmali (2007) argues that the main aim of Libyan education is seen as based on passing examinations while developing other skills such as communicative skills are devalued. Although, the curriculum has been changed by the MoE and the teachers have been encouraged to change their teaching, the tightly structured exam, focusing only on grammar and vocabulary remains. This has influenced the Libyan teachers in continuing to teach in a very exam-oriented way. In other words, teaching and learning English in Libyan classes can still be seen as a means to an end, i.e. passing the exam.

Yet, the Libyan updated curriculum requires EFL Libyan teachers to develop their understanding to teach the updated curriculum interactively. To do so the teachers need to change their teaching to more student-centred approaches (SCA). The top-down approach applied by the MoE in Libya does not help Libyan teachers to enact the new EFL policy in Libyan secondary schools. The MoE did not provide the EFL Libyan teachers with sufficient training to teach the updated curriculum, and that has affected teachers' implementation of it. Libyan teachers continue to follow the grammar translation method (GTM) because they think it is the appropriate method to use to help the students to achieve a good result in the exam (Aldabbus, 2008).

Teaching the English language in Libyan classes is dominated by teachers. This dominance of teachers in the Libyan classes has negatively affected language learning (Aldabbus, 2008; Latiwish (2003) with Libyan students criticised as passive receivers of knowledge. The students sit at their desks and listen to their teacher while s/he is giving instruction. They depend totally on their teachers to translate and explain everything for them. Also, they work individually if they are asked to do any task and do not have an opportunity to participate in classroom activities such as pair or group work, problem-solving or role play. These kinds of activities cannot be implemented unless students' active engagement is established. According to Aldabbus (2008), some Libyan teachers doubt the value of collaborative work because they believe that teaching grammar rules and vocabulary are more important than their students practising speaking skills. As a Libyan English teacher, I became interested in investigating what happens in the EFL Libyan classes in order to develop a better understanding of how to support EFL Libyan teachers to apply the CLT approach and encourage their students to practise the language, using it for communication.

7.3. The purpose of the study

The core purpose of this study was to understand how to support EFL Libyan teachers in the secondary schools classes to increase interaction with their students and among the students. The research aimed to identify the reasons lying behind the failure of Libyan EFL secondary school teachers to change their classroom instructional approach in order to align with the objectives embodied within the new updated curriculum. For example, Libyan students need to take responsibility for their learning to become independent and work together collaboratively to develop their knowledge and ability to learn. Although the ultimate aim was to improve their knowledge of the CLT approach, the research was looking to understand what teachers might find supportive in the Libyan context to develop the quality of teaching English.

Another purpose of this research was to discover EFL Libyan teachers' perceptions concerning the use of the interactive approach. For example, to see to what extent the CLT approach to language teaching would support classroom interaction towards a more student-centred classroom environment which in turn encourages the students to practise the language.

7.4. Contributions of the study

The contribution of this research is that the findings show that the teacher professional development which I designed and undertook with them during the intervention helped the teachers to think about their knowledge and the ways in which they could develop skills for teaching communicatively.

Reviewing the literature about teaching English in Libya and the first interview I had with the participants helped me to understand their needs and support them to develop their knowledge of the CLT approach. As an English Libyan teacher, I know the Libyan context well and how it might be difficult to change teachers' beliefs about their teaching practice in the classroom. The new curriculum had been introduced to be taught interactively, but Libyan teachers do not know how to do that. Before the intervention, the teachers were applying GTM because they believed that was the best way to help the students to pass the exam. The findings from the first interviews showed that the students were not given any opportunity to participate actively in the class. The teachers did not ask questions in the class because they thought the low level of proficiency of their students and their passive role in the class means they are not able to answer these questions. Also, students were not given any opportunity to do collaborative work. This was the starting point to identify and design what the intervention should be to help me to achieve the aim of research - developing EFL Libyan teachers' knowledge of the CLT approach to implement the textbook interactively. The teachers needed to be supported to enable them to develop skills such as; {A} conducting group activities and scaffold the students while they are working to facilitate their learning. {B} asking interactive questions to check students' understanding improve their learning and encourage them to use the language. {C} using some reading strategies to deal with the written text, because the focus of this study is on teaching reading.

After the intervention, the findings of the observations showed the teachers had made some changes in their teaching. They started the lesson by warming up their students and asking them questions about the title of the lesson. They did not give meanings to the students directly. Instead, they asked the students about their understanding of the meaning of unknown vocabulary, by providing some help to students, such as showing or drawing a picture, giving some clues or using Arabic when they felt the students could not obtain the meaning. The students were encouraged to use reading strategies such as skimming or scanning the text. The teachers put their students into groups to do some collaborative activities and continued to facilitate the task for the students. It is still early to say that the

teachers have completely changed their teaching to teach in a communicative way, but they showed that they had taken the first steps in starting to implement a CLT approach partially in their classroom. The conclusions drawn from the analysis of the interviews, group discussion, and classroom observation, showed that the teachers had made surprisingly good progress in their teaching practice as they appeared to start shifting from TCA to SCA, with a concomitant improvement in students' learning the English language. During the classroom observation, the students shifted from being a passive recipient of information to be an active participator in the class.

An identification of the challenges which prevented the EFL Libyan teachers from implementing the CLT approach uncovered the most pressing reasons hindering the teachers from implementing it in the Libyan context. This clarification of the barriers to CLT might offer a good opportunity for the EFL Libyan teachers to improve their knowledge and encourage them to find solutions to overcome these challenges. They identified issues preventing them from changing completely such as the pressure of the exam, the short time and Libyan culture and beliefs about teaching mixed-gender classes.
Before the intervention with the teachers, I expected that the teachers involved in this research would not change their beliefs towards teaching the English language easily. Instead, I found the teachers indicated that they were open to beginning to develop new beliefs towards teaching English interactively. They explained that the intervention allowed the teachers to understand aspects of the CLT approach and how they might be implemented in the classroom. This intervention made the difference and enabled the participants to think about changing their classroom practice when previous training had not resulted in changes to their teaching.

Teachers were encouraged to discuss and question the approaches they had experienced in the intervention such as asking the students to do some collaborative activities and explore how they could support them to achieve these activities. In the observations they could be seen encouraging the students to take more responsibility for their learning. This indicates that the intervention went some way to changing the teachers' beliefs in and capacities to implement classroom interaction, thus increasing the opportunities for students' language development.

This study adopted classroom interaction and communication underpinned by socio-cultural and constructivist theories to help frame new understandings about how people learn languages. These theories contributed to the teachers' understanding of classroom

interaction. In the intervention, I adopted Vygotsky's (1978) notion about scaffolding and "ZPD" which helped me to develop my participants' knowledge of the CLT approach. In the Libyan context, scaffolding can be considered helpful because the students can learn best when they receive the appropriate support from the teacher so they can interact with each other in the classroom. The findings showed after the intervention the teachers appeared to have started to move from a purely teacher-led approach to beginning to scaffold students to develop their own learning.

The study provides an essential basis for understanding the nature of classroom interaction when an intervention is implemented in EFL secondary classrooms – the importance of understanding the starting point and the barriers to change and then scaffolding teachers in making changes to their teaching using a specifically designed intervention.This knowledge about the importance of the intervention in Libyan classes can be used as a basis for further research in the Libyan context and other Arabic contexts.

This study was conducted in the Arabic context *"Libya"* where English is not the first language. Arabic countries are non-English speaking communities. Students study English as a school subject and English is not used outside the classroom. Even in the English classes, teachers use Arabic as a mean of education. Added to that, the strong effect of the culture in the Arabic countries might reduce the possibility of the change in teachers' beliefs. Therefore, this study is very helpful as a starting point for further explorations in the Libyan context and in other Arabic countries.

Changing the curriculum towards improving the quality of teaching and learning English is happening not only in Libya but also in other countries such as Syria (Rajab 2013), Malaysia (Rahman2014) and Saudi Arabia (Abahussain 2016) which share a similar context to the Libyan context. The findings of this study have relevance to other non-western countries regarding the change process in communicative language teaching and the type of professional learning needed for teachers when traditional approaches to learning and teaching are deeply ingrained in cultural beliefs.

Policymakers might consider the progress that the three participants in this study made through the intervention I did with them and consider funding research to investigate scaling up this model of PD to other language teachers. Funding further research is not feasible for Libya at the moment because of the instability in the country, but it might be possible in the future. The intervention with my participants could be used as a model to design teachers' professional development for more teachers. The content of the teachers'

training I did in the intervention was totally different compared to the training initially conducted by MoE. In the previous training, the teachers' role was 'receivers' rather than 'participators'. The main focus was on teaching grammar and the meaning of words. As mentioned in chapter one, the previous training was conducted by inspectors who were not qualified enough to conduct this type of training. The intervention aimed to investigate ways to develop their knowledge of how to teach in a communicative way. For example, they need to learn how to encourage students' participation by asking them to collaborate in pairs or groups to do the activities in the class. The intervention in this study showed positive results in developing teachers' thinking about teaching English communicatively which in turn may contribute to improving their students' learning and use of English language.

The educational policymakers within the Libyan educational context need to take into consideration several factors before introducing a new curriculum such as teachers' existing beliefs and professional development which enable the teachers to gain the knowledge and skills to cope with the demands of this curriculum.

According to Orafi (2008), EFL Libyan teachers were not given appropriate training sessions to help them to develop their communicative knowledge to teach the textbook. The educational policymakers should consider the outcomes of this study which showed a positive result through the intervention with teachers in a short time. The content and process of teachers' training is very important to improve the gaps in teachers' knowledge and develop their communicative teaching. Teachers' training must support teachers in understanding how to support the students to achieve better language communication. Policymakers should consider teachers' beliefs about effective teaching and learning and the effect of embedded views about approaches to learning and teaching through cultural and the religious traditions.

Finally, as shown in the literature and in the initial interviews in this study, GTM dominates in the Libyan classes. The findings of this research contributes to new knowledge of teaching English in Libyan classrooms which can be used to inform the development of more effective training sessions to help the EFL Libyan teachers improve their teaching and achieve successful implementation of communicative language teaching (CLT).

7.5. Research limitations

Normally, any research will have some limitations. According to Cohen et al., (2007), researchers should be honest and acknowledge the research limitations.

The focus of this study was on teaching reading rather than teaching the four skills of language learning. I formulated the research aim specifically to find out how best to develop EFL Libyan teachers' knowledge and understanding to teach reading interactively. However, there were some limitations to this research that need to be considered.

In my opinion, the first limitation of this research can be considered as a cultural beliefs point of view. As I mentioned in chapter three, cultural beliefs have a strong influence on teaching and learning English in the Libyan context. Elabbar (2011) argued that Libyan culture and belief are so sensitive and towards gender issues. There were some female English teachers where I conducted my research, but they did not participate in this study. They were interested and willing to participate in the research but they prefer working with female teachers and students. Some of them accepted to be interviewed and observed but would not attend the demonstration reading lesson and the group discussion with the male teachers. As a result of that, the participants were motivated and interested to follow the intervention to develop their teaching practice because they did not have effective training to help them to teach the updated curriculum. I could not work with female teachers to see their performance after the intervention and how they behave in the male students' classes. In Libya, it is normal for a female teacher to teach male students and a male teacher can teach female students. Teachers need to be trained on how to teach in mixed-gender classes.

I tried to address the limitations without compromising on the quality of the study. Due to the strong effect of the culture regarding working males and females together, the females accepted to interview and observe them but did not accept to attend the demonstration reading lesson and the group discussion. Although females teachers did not participate in my research, I had some informal discussions with them about teaching English to find out if they have something different from what my participants stated. In any further research, I recommended to conduct a study with females and males teachers separately and then analyse and compare their response.

The second limitation of this research is the small sample. Although Bryman (2008) supports the idea of working with small samples as it is more practical and can provide a

high response rate, the size of my sample was three teachers from the same school and it is acknowledged that the findings cannot be generalised. Although I worked with three teachers and the findings of this study have limitations, I met them many times to talk together to discuss the issues preventing taking a CLT approach and answered the questions they had after the intervention. Working with three teachers allowed me to arrive at a deeper understanding of the challenges of changing embedded views about learning and teaching reading, particularly within a context of examinations, and give more attention to the learning needs of each teacher by building a strong relationship with them. The sample of the research is not a big problem for the researcher if the country is stable and the researcher has enough time to work with a large sample of participants.

I can consider the final limitation of this research as a technical point of view. I intended to video record the classroom observation, however, the head teacher refused to provide permission for this as there are students in the class and the focus of this research on teachers. It might be difficult to obtain data about the participants in sufficient detail if many events happen simultaneously in the class, therefore it could be more reliable if I used a video recorder.

Not being able to video record the classroom observation was an ethical issue. I was able to use voice recording during the interviews which provided me with detailed transcripts to analyse.

7.6. Summary of findings

This section summarises the findings of the research according to the sequence of the research questions. The first research question aimed to examine what development EFL Libyan teachers need to develop their knowledge and understanding to implement the CLT approach. (i)- What development needs have Libyan teachers identified as helpful to enable them to sustain an interactive teaching and learning approach?

The second research question was formulated to investigate how demonstration and mentoring might support EFL Libyan teachers to implement the interactive approach advocated in the Libyan EFL policy. (ii)- How can demonstration and mentoring support EFL Libyan teachers to implement the interactive approach advocated in Libyan EFL policy?

The third research question was concerned with the main challenges and opportunities EFL Libyan teachers see for implementing the new EFL policy. (iii)- What do teachers see as the main opportunities and challenges for implementing the new EFL policy?

The data were analysed based on themes generated regarding the research questions (i and ii) namely teacher's beliefs about the Libyan textbook, their beliefs about teaching reading and collaborative learning, while two themes emerged concerning the research question (iii) namely challenges and opportunities. In response to the research questions, several important results emerged from the qualitative findings and are presented below.

7.6.1. Teachers' beliefs about teaching reading before the intervention

The results obtained from the first semi-structured interview indicated that teachers' classroom practices were compatible with grammar translation method (GTM). This method "GTM" contradicts the methodology embodied in the Libyan updated textbook. They believed their teaching would be more effective if they focused on vocabulary and grammar rules. Those teachers were heavily influenced by the Libyan exam which focused on vocabulary and grammar rules.

In response to the question concerning collaborative activities, the teachers believed that using collaborative activities such as pair or group work was not workable as it might create a lot of noise and interruption to others because the students had not been brought up in this culture. Libyan classrooms are dominated by teachers while their students sit passively and receive knowledge. This naturally led to a more teacher-centred teaching style (Elabbar, 2011).

Regarding asking questions, the data showed that the teachers did not ask questions in the class and they answered the questions for all the activities for their students. They adopted the role of controller and presenter of knowledge instead of the role of a facilitator, which is recommended in the CLT approach.

7.6.2. Teachers' beliefs about teaching reading after the intervention

In the intervention, I demonstrated a reading lesson with my participants as a model to help them to obtain some knowledge about teaching communicatively. I took the role of a mentor during the group discussion to help my participants to develop their knowledge of the CLT approach. According to Korthagen et al (2006) during the mentoring process,

learners need to follow the qualified teacher or colleague who can transmit his/her knowledge and experience to them.

“There is a consensus that the notion of the zone of proximal development and socio-cultural theory of mind based on Vygotsky’s ideas are at the heart of the notion of scaffolding” (Shabani, 2010:p.237). During the mentoring process, I worked as a facilitator by asking questions to generate an idea and stimulating discussion. I answered their questions and provided feedback and guidance to develop their understanding of the CLT approach. In the group discussion, we worked collaboratively to develop their practices and skills of the CLT approach. After the intervention, the participants showed more readiness to try to shift from using GTM to CLT.For example, the participants started warming up their students at the beginning of the lesson. They did not provide the meaning for the new vocabulary as they were doing before the intervention. Instead, they asked the students to guess the meaning from the context.

Regarding the collaborative work, the teachers began partly to implement collaborative learning, for example, they asked their students to do the collaborative activities in the textbook either in pairs or groups. The teachers provided scaffolding for their students to support them to overcome any difficulties they might face to facilitate the learning process to develop the students' ability and skills to work in groups so they can use the language effectively.

7.6.3. The main challenges for implementing the new EFL policy

Although the participants showed good progress in their teaching practice, some issues were preventing them from changing completely. The data showed that there are several challenges that teachers might face when they implement the CLT approach. One of the important factors that might affect teachers' application of the CLT approach is the national exam. The Libyan exam mostly depends on grammar rules and word memorisation so the teachers believe that GTM is successful to prepare their students well for the exam, but, at the same time, GTM does not develop their communication skills. It is important to change the exam to focus on communication skills rather than only vocabulary and grammar. Libyan teachers suffer from the pressure that comes from the head teacher and the parents if the students fail to pass the exam. The data showed the imbalance between the time available for teachers which is 40 minutes and the amount of material in the textbook per lesson to be taught, which influenced the implementation process.

The data revealed that not all Libyan teachers lack the knowledge of using the communicative approach, but their perceptions of the students' low level and their reliance on their teachers led the teachers to follow TCA. The data obtained from the teachers showed that before the intervention, they were not interested to do group activities because of the large numbers of the students in the class which might create noise.

Mixed-gender classes are another obstacle that might influence interaction in the classroom within the Libyan context. Male and female students are not willing to work in the same group because of the Libyan culture and Islamic beliefs. The data revealed that most of the Libyan schools suffer from shortages in facilities such as language labs, desks, computers and access to the internet. For example, the students were sitting in four rows of paired chairs which were very hard for the teachers to walk around the rows to watch, listen and support the students while they are working in groups.

7.6.4. The opportunities for implementing the new EFL policy

Although the data emerging showed some challenges for the teachers to implement the CLT approach, some opportunities encourage the implementation of interactive teachings such as the Libyan updated textbook and teachers' training. The data showed that many of the activities in the Libyan updated textbook are designed to be done in pairs or groups. For example, the students are asked to express their opinion or discuss their answers together. This is to encourage the students to practise the language while discussing their answers.

Another important opportunity to help the teachers to implement the CLT approach is by designing professional training tailored to their learning needs because this helps then to implement the CLT and raise the quality of teaching and learning in EFL Libyan classes. In the first semi-structured interview, the data showed the participants felt that they were not able to teach the updated textbook interactively and that they blamed the poor training of teachers that was offered to them via inspectors who have little knowledge themselves about the CLT approach.

7.7. Recommendations for future research

I suggest there is need for further area of research with larger numbers of participants related to the issue of implementing the communicative approach in Libyan classes to evaluate its effect on EFL Libyan students' learning outcomes. It would be beneficial in the

future to see research explore the effect of the political instability and war on teachers' and students' performance in learning English in other contexts and compare them to the Libyan context. Bennell and Akyeampong (2007) conducted research to investigate the effect of war on teachers' performance in some countries such as Sierra Leone and Nepal. They found that war and insecurity have contributed to deteriorating teacher performance and learning outcomes. The lack of security is also a widespread concern for teachers and students, especially in conflict places.

The data gained from this research showed some challenges that EFL Libyan teachers faced to implement the CLT approach. This suggests that more research is needed, which might be useful in overcoming some of the challenges that teachers face to teach the updated textbook interactively. This kind of research would concern how to support both Libyan teachers' and students' understanding of the effectiveness of implementing the CLT approach embodied in the updated curriculum. My focus has been on the teachers, but it's a big change for the students too, so they need support as well. Developing EFL Libyan knowledge and understanding of applying the CLT approach can help them to raise their students' performances and develop their communicative skills.

The absence of female teachers' involvement in this research and its impact on exploring how the Libyan culture and the Islamic beliefs might affect their implementation of the CLT approach, remains one of the important issues that need to be explored. Investigating female teachers' perceptions and beliefs towards the CLT approach would provide helpful information into their analysis of classroom interaction in the Libyan classes.

Although the main players in the process of teaching and learning are teachers, students, and the materials they work with in the classroom, the focus of this study was on the teachers' role and knowledge of teaching reading interactively. Further research is required to engage with the students to investigate their views about the implementation of a CLT approach which is important for them in achieving their main goal which is passing the exam.

The orientation towards improving the quality of teaching English communicatively in Libya should be associated with teachers' knowledge and understanding of the interactive method. Teachers' lack of knowledge of the CLT approach can affect the implementation of the updated curriculum. Further studies are needed to investigate ways to develop EFL Libyan knowledge and understanding of the CLT approach and particularly how to implement the approach in their classrooms with their own students.

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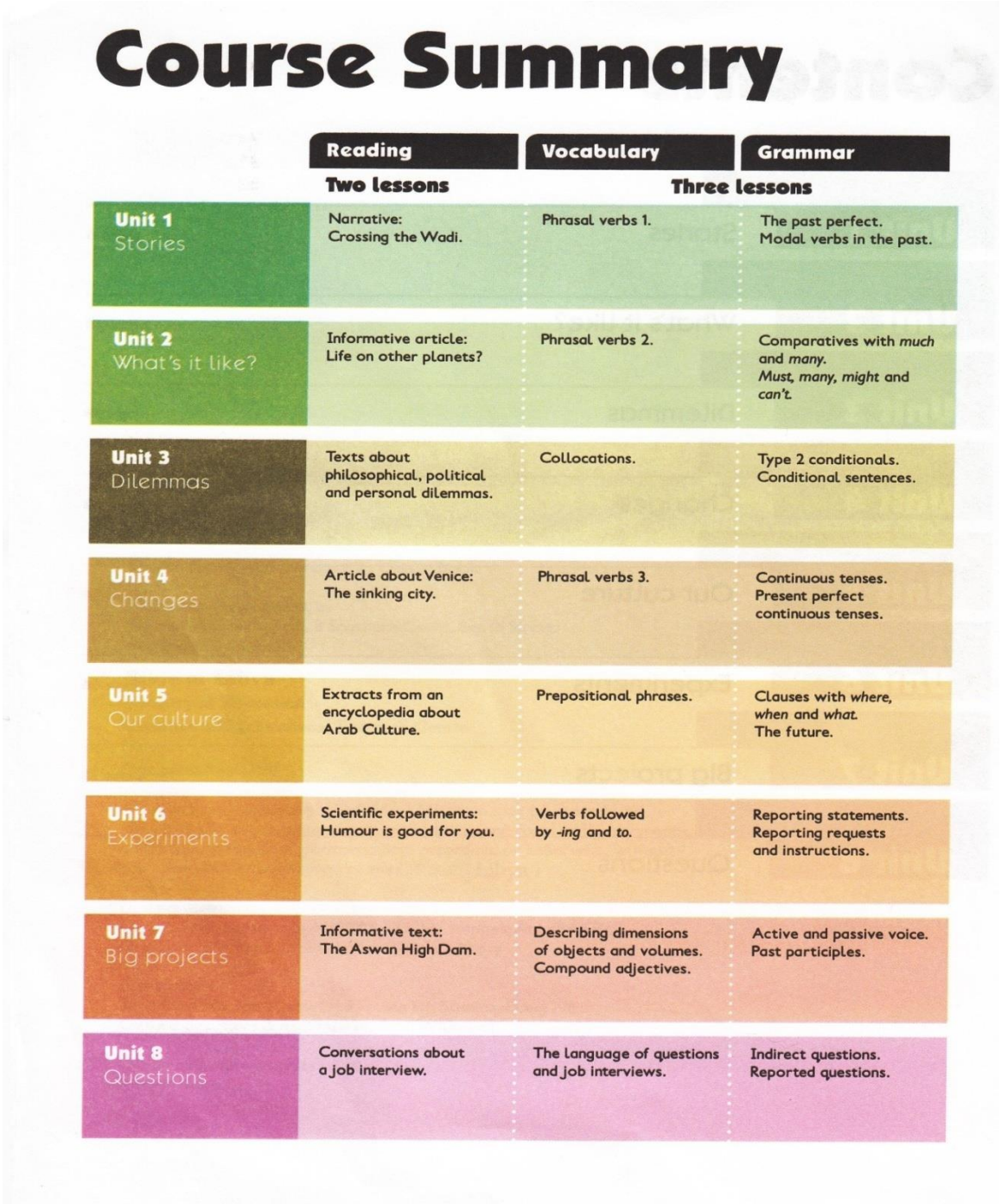
APPENDICES

Appendix 1: Course summary



Course Summary

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

Appendix 2: Living English for Libya:

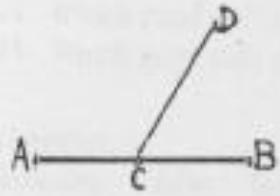
C. AHMAD: Here we are in school again!
ALI: Yes, and we feel fresh and happy.
HANI: We're in Class Two this year. I hope our English lessons will be interesting this year.
WAFI: I hope our Arabic lessons will be interesting, too.
AHMAD: And I hope our other lessons will be interesting.

D. ALI: I'm not good at maths!
HANI: And I'm not good at science!
WAFI: And I'm not good at history!
AHMAD: And I'm not good at geography!
ALI: We'll work hard this year. We'll be good at all our lessons.
AHMAD: We have two new teachers this year. One comes from Derna. The other comes from Sebha. I hope they'll be nice teachers.

WAFI: I hope so. Nice teachers give interesting lessons.

They'll = They will

E. *What's his lesson?*



$A\hat{C}D + D\hat{C}B = 180°$ H_2O = WATER

F. *Answer these questions:*

1. What does Mr. Fellah always say?
2. Why does he say so?.
3. Which part of the farm is for trees?
4. What vegetables does he grow?
5. Is a peach a vegetable or fruit?
6. Does Mr. Fellah work hard?
7. Who helps him on the farm?
8. Why do his machines always run well?
9. What does a plough do to the earth?
10. What day of school is it?
11. How do the pupils feel?

12. Which pupil isn't good at maths?
13. Which pupil isn't good at science?
14. Which pupil isn't good at history?
15. Which pupil isn't good at geography?

G. *Complete:*
Saturday Friday Tuesday Sunday Thursday Wednesday Monday.

1. Saturday is the first day of school.
2. . . . . will be the second day of school.
3. . . . . will be the third day of school.
4. . . . . will be the fourth day of school.
5. . . . . will be the fifth day of school.
6. . . . . will be the sixth day of school.

H. *Play this game:*

SON: We have a new pupil in our class.
FATHER: Do you? Where does he come from?
SON: He comes from Zawia.
FATHER: What does he look like?
SON: Well, he has big black eyes, smooth black hair and big ears.

I. *Make sentences from this table:*

Do you	know	what Ahmad wants?
Does he		what Ali looks like?
Does she		what farmers in Garian grow?
Do they		what schoolgirls in Libya wear?

Appendix 3: English for Libya (the updated textbook)

Unit 1 Stories

Lessons 1 & 2: Reading: Predicting content

1. Before you read [Lesson 1]

A Discuss these questions.

1. How many different kinds of stories can you think of?

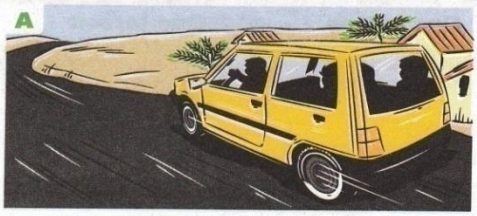
Examples: *funny stories, traditional stories* ...

2. What kinds of stories do you like?
3. What kinds of stories don't you like?
4. In your opinion, what are the three most important things in a good story?

B Look at the pictures for the story on the right and answer the questions.

1. What do you think happened in the story?
2. What do you think happened between pictures C and D?
3. Make a list of **ten** nouns and **five** verbs that you expect to find in this story.

Examples: Nouns: *family, 4-wheel drive, picnic*
Verbs: *drive, eat*



2. While you read

A Read the first three paragraphs of the story only. Write line numbers from the text for each picture.

Picture A: line(s) 5–6
Picture B: line(s) _____
Picture C: line(s) _____
Picture D: line(s) _____
Picture E: line(s) _____

B In pairs, discuss these questions about the five events in the pictures.

1. Which event is described first in the text?
2. In what order did the five events really happen?
3. In what order are the rest of the events described?
4. Why do you think the writer used this order?

C Now do Exercise A on Workbook page 4.

3. After you read [Lesson 2]

A Now do Exercises B to E on Workbook page 4.

Crossing the Wadi

The rain was beating down on our car. I had never seen heavier rain in my life. My father, who was driving, couldn't see more than five metres. In the back of the car, my mother was holding my little brother in her arms. His arm was red where a snake had bitten him.

The road was just a rough track, which crossed several small wadis. The wadis had been dry that morning when we had set off for a picnic, but now water was flowing down from the mountains. At the first wadi, it was flowing across the road. Ten minutes later at the second wadi, the water was halfway up the wheels of our 4-wheel-drive. We were only 10 kilometres from the tarmac road and another 20 kilometres from the town and a doctor, but the biggest wadi was still ahead of us.

Khalid was just four years old. Half an hour before, he had been a happy child playing under a beautiful blue sky. Then we had seen dark clouds over the mountains. We had just decided to go home when Khalid ran off alone. When my mother found him, he was crying and the marks of the snake were on his arm.

Now Khalid was in great danger. I turned round in the car to look at him. He had stopped crying and his eyes were half-closed.

The car slowed down. The big wadi was in front of us. The rain had almost stopped, so we could see across the wadi. It was about 150 metres wide and half of it was under water. There were no other cars. We drove to the water's edge. The brown water was deep and moving fast. A fallen palm tree was carried past us. It crashed into a rock, was thrown to one side and moved on.

My father looked at the water. He knew this wadi well. He also knew the power and the danger of the water, but he knew we had to cross it. We couldn't wait or go back. We had to go on. He looked for a long time. We kept silent. We knew that he was choosing his route. Then he said, 'We can do it if Allah wishes', and the car moved forward slowly into the water.

Appendix 4: Bottom-up and Top-down approaches

Bottom-up Model

The traditional bottom-up approach to reading was affected by behaviourist psychology of the 1950s, which stated that the learning process was based upon "habit formation, brought about by the repeated association of a stimulus with a response" and language learning was characterized as a "response system that humans obtain through automatic conditioning processes. Behaviourism became the basis of the Audio-lingual method (A-LM), which sought to form second language learners' habits through repetition, error correction and drilling (Reid, 2013).

The reading process, using a bottom up approach starts with the recognition and decoding of letters, also clusters of letters and words, then continuing with larger units to the level of sentence, paragraphs, pages and finally complete text. It is also called "outside-in" models, because the reading process starts outside the reader who tries to infer the writers' meaning (Wray, 2004). According to Juan and Flor (2006) the important feature of the bottom-up approach, is that the reading process moves in one direction, from the bottom to the top. For instance, the reading process moves from the perception of the letters on the page to the cognitive process to build the meaning. Both higher and lower processing do not influence each other.

Bottom-up models focus on written text more than the readers. In this approach, the readers are considered to be passive recipients of information and their role is to decode the meanings that exist in the written text (Wray, 2004). The written text contains many isolated words; each one is decoded individually, by the readers who approach the written text by focusing exclusively on letters and words in a linear manner. In a bottom-up process the focus is on text-based variables such as vocabulary and grammatical structure (Martinez, 1995).

Top-down Model:

Barnett (1989) reports that, in contrast to bottom-up models, the uptake of information in the top-down process is directed by the reader's background knowledge and expectation. Top-down processing works on the principle that reading moves from higher level "mental stages", and continues through several steps down to the lower level stages, focusing on the written text itself, in which the semantic and phonological features of a language are involved. The top-down approach can be defined as 'reader-driven' models where "the

reading process is driven by the reader's mind at work on the text" (Barnett, 1989:p.13). In this model, the reading process starts in the mind of the readers who hypothesise about the meaning in the text and it does not require the readers to process every word or letters in the text, but to get an impression of its meaning (Wray, 2004).

Brown (2007) states that top-down or conceptually-driven processing is used to help the readers to resolve vagueness or to select between alternative possible interpretations of the incoming data. They have expectations about text information and infer it by means of making use of their previous knowledge or experience in understanding a text. The important source of reading comprehension in top-down models is the focus on readers' variables such as prior knowledge, the strategies used and the aim of the reading. He adds that using both top-down and bottom-up processing, within an interactive reading process might be a primary element in successful teaching methodology because both processes are important for the students to tackle the texts effectively.

Appendix 5: CPD models

Transmission Type	Feature of the CPD model	Relevant or irrelevant to the Libyan context
Training model	This model is to focus on teachers' weakness and works to improve this weakness during a specific time (Rodrigues et al, 2003).	This model is focusing on specific teachers' weakness and tries to improve it. As shown by the Literature, EFL Libyan teachers were not able to teach the updated textbook interactively, so this model might help them to develop their communicative teaching skills.
The award-bearing model	In this model teachers can get award from an external body, such as a university, which has authority regarding quality assurance. It can provide an effective introduction to new areas for the teachers. This model needs the teachers to be involved in long-term development programmes (Kennedy, 2005).	It might be useful for the Libyan teachers as they lack sufficient training for teaching the updated curriculum as mentioned in chapter one, but it needs funds and expertise which are not available under the current situation in Libya.
The deficit model	This model starts with the notion of a 'deficit' in individual teachers and supports the teachers to rectify their poor performance.	This model can be demotivating if the teachers do not have a deficit, but it might support teachers who demonstrate low capabilities in their teaching.
The cascade model	This model is used to transmit the knowledge from the upper to the lower group of teachers: this requires training the trainer to make sure that knowledge is transferred from an expert teacher to the general body of teachers (Day, 1999).	This model has been criticised by Suzuki (2008) as ineffective for delivering good training, because the opportunities of important information being misinterpreted are high.
Transitional type	Feature of the CPD model	Relevant or irrelevant to the Libyan context
The standards-based model	It gives more attention to the performance and competence of	This approach encourages teachers to engage in further

	teachers through determining the standards each teacher should develop. Standards provide a common language to enable the teachers to participate in dialogue about their professional practice easily (Kirk et al, 2003).	training activities and continue learning (Kirk et al, 2003). EFL Libyan teachers can collaborate together to evaluate their progress and discuss a set of standards they need to meet. In the Libyan context, the standards teachers should meet are to develop their teaching in a communicative way.
The coaching/mentoring model	The specific characteristic of this approach is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPD (Day, 1999). Coaching/mentoring models cover all training activities with the aims of developing individuals' knowledge and experience by creating collaborative relationships among them (Kennedy 2005).	The advantage of this model is the one to one relationship often between two teachers enabling them to develop their knowledge, because they can build relationship which might allow them to show their weaknesses to each other and work on them. Also, another important advantage of this model is that teachers can undertake the CPD in the workplace so they can discuss any issue whenever they want. - The challenging is this model is to find the more experienced teacher who can transmit knowledge and experience to the other/s.
The community of practice model	Kennedy (2005) states that the coaching/mentoring model and the community of practice model share the same characteristics. They both follow the learning philosophies of constructivist theory (CT) and rely on the interaction and collaboration between individuals. The only difference between the two models is that the community of practice model describes a group of people or colleagues, rather than just one-to-one practice and	According to Latiwish's (2003) regarding this model, the relationship between the two existing generations "older generation teachers and newer generation teachers" theoretically represents the community of practice activities, but in reality this is not the case in the Libyan context because of the top-down approach that the ministry of higher education apply in administration and its effects on the relationships among the

	reflection.	teachers themselves (p.56), which might lead to tensions and lack of collaboration?
Transformational Type	Feature of the CPD model	Relevant or irrelevant to the Libyan context
	The quality of action research can be seen as the participants' understanding of the situation as well as the practice within the situation. This model is practical rather than theoretical in which participants are encouraged to find their own solutions and this is far more attractive and has more effect than being presented with ideals which cannot be attained (Burns, 1999). -It can provide teachers with opportunities to work together and ask important questions which might help them in solving problems they have acknowledged for themselves (Kennedy, 2005).	This model can bring about changes in EFL Libyan teachers' professional practice through their engagement in a collaborative manner (Levy et al, 2003).

Appendix 6: Plain Language Statement

University of Glasgow

College of Social Sciences

Participant Information Sheet for teachers

Title of Project:

***-Transforming the teaching of reading in Libyan Secondary School English Classes: implementing the communicative approach*.**

Researcher: Adel Farag Elmasri Boufarrag

-Email address:

-Principal supervisor: ProfessorKay Livingston

-- Second supervisor: Dr. Hazel Crichton

Invitation Paragraph:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

What is the purpose of the study?

This study aims to investigate ways of using the Libyan text book in an interactive way to teach reading in EFL Libyan secondary school classes. This will be done through a work shop with my participants (three EFL Libyan teachers). In this workshop, I am going to demonstrate the key features of classroom interaction with you and your colleagues and

coach to show you different ways you can support your learners' communication skills development. We will discuss how the approach, which I will demonstrate, can be effective, so that you feel confident about using the interactive approach to teaching reading.

Do I have to take part?

Participation in this project is optional and you have the right to refuse to take part or withdraw your consent if you do consent. If you wish to withdraw, any data previously supplied at any time during the project will be destroyed. Your decision not to participate or to withdraw from the study will not affect you in any way, or jeopardise your relationship with me or any member of staff with whom you work. If you do decide to take part you will be asked to sign a consent form to confirm this.

What will happen to me if I take part?

Once you agree to take part in this research project, I would like to invite you a semi-structured interview. It will take (approximately 20-30 minutes) and will be audio recorded. After this interview, you are invited to attend a workshop about teaching reading in an interactive way with two other EFL teachers. In this workshop I am going to tell you about the key words framework approach in an interactive reading lesson. While I am demonstrating these key features, you can take some notes in an observation sheet and also you can write some additional notes about things you may notice which might not be in the observation sheet. You can ask me about anything and we will do that in a small discussion. This workshop will take (approximately 1hour). After the the workshop, you will be invited to teach reading lesson in the class with your students, putting into practice the ideas on interaction that we have discussed. I will take notes, so that we can discuss, after the lessons have been taught, what you found easy or difficult to implement and your perceptions of the pupils' reactions to being taught that way. After the reading lesson, you are invited to another semi-structured interview. This will take (approximately 20-30 minutes) and will be audio recorded.

Will my taking part in this study be kept confidential?

Your participation in this study will be kept strictly confidential. The recordings will be used only by the researcher to investigate the data during the analysis. Any printed or taped data will be anonymised to protect your identity. I will use some direct quotes but without mentioning your name, so that it will be impossible for anyone to recognise the source. After finishing my research, all recordings and data will be destroyed.

However, if, during the research, anything is disclosed that could cause harm to you or to others, I will have to report the risk to the relevant person responsible.

What will happen to the results of the research study?

After finishing the interview and the observation, I shall transcribe the interview data and the observation notes and then analyse the data to see what themes emerge. I will write up these results in my work as part of my PhD study. An electronic copy of the thesis will be supplied to any participant wishing to see the final version.

Who is organising and funding the research? (If relevant)

Fully sponsored and funded by Libyan Government.

Who has reviewed the study?

The research has been reviewed by the College of Social Sciences Research Ethics Committee and my two supervisors.

Contact for Further Information:

Any questions or concerns regarding the research should be directing to my supervisors:

If you need any further information, please do not hesitate to contact the College of Social Sciences Ethics Officer Dr Muir Houston, email:

If you decide to participate, please fill in the consent form which is attached to this letter.

Appendix 7: Consent form

University of Glasgow

College of Social Sciences

Consent Form for the teachers

Title of Project:

***-Transforming the teaching of reading in Libyan Secondary School English Classes: implementing the communicative approach*.**

Researcher: Adel Farag Elmasri Boufarrag

-Email address:

-Principal supervisor: ProfessorKay Livingston

-- Second supervisor: Dr. Hazel Crichton

1. I confirm that I have read and understand the Plain Language Statement for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

3- As a participant in this research I agree to be interviewed, observed and attend a workshop. I know that this involves taking part in a 20-30 minute face to face interview which will be audio taped and observed in the class, which is 40- 45 minutes as normal Libyan class time. Also in the workshop, I am going to attend a demonstration reading lesson with you which is 40-45 minutes as normal Libyan class time and group discussion which is 40-45 minutes.

4. I understand that my actual name will not be used in the transcriptions of the interview, as the transcript data will be coded using a pseudonym.

5. I understand all the information will be kept confidential on a password protected data pen and accessed only by the researcher and the supervisors and it will be destroyed after the completion of this research.

6- I understand that involvement in the project will have no effect on my employment arising from my participation or non-participation in this research.

7- I understand that copies of the interview transcript will be made available for me to verify and that a final copy of the project will be made available to me.

8- The material will be treated as confidential and kept in secure storage during the research. and will be destroyed once the project is complete.

I agree to take part in this research study ☐

I do not agree to take part in this research study ☐

Name of Participant (teacher): ……

Signature.....

Date ……

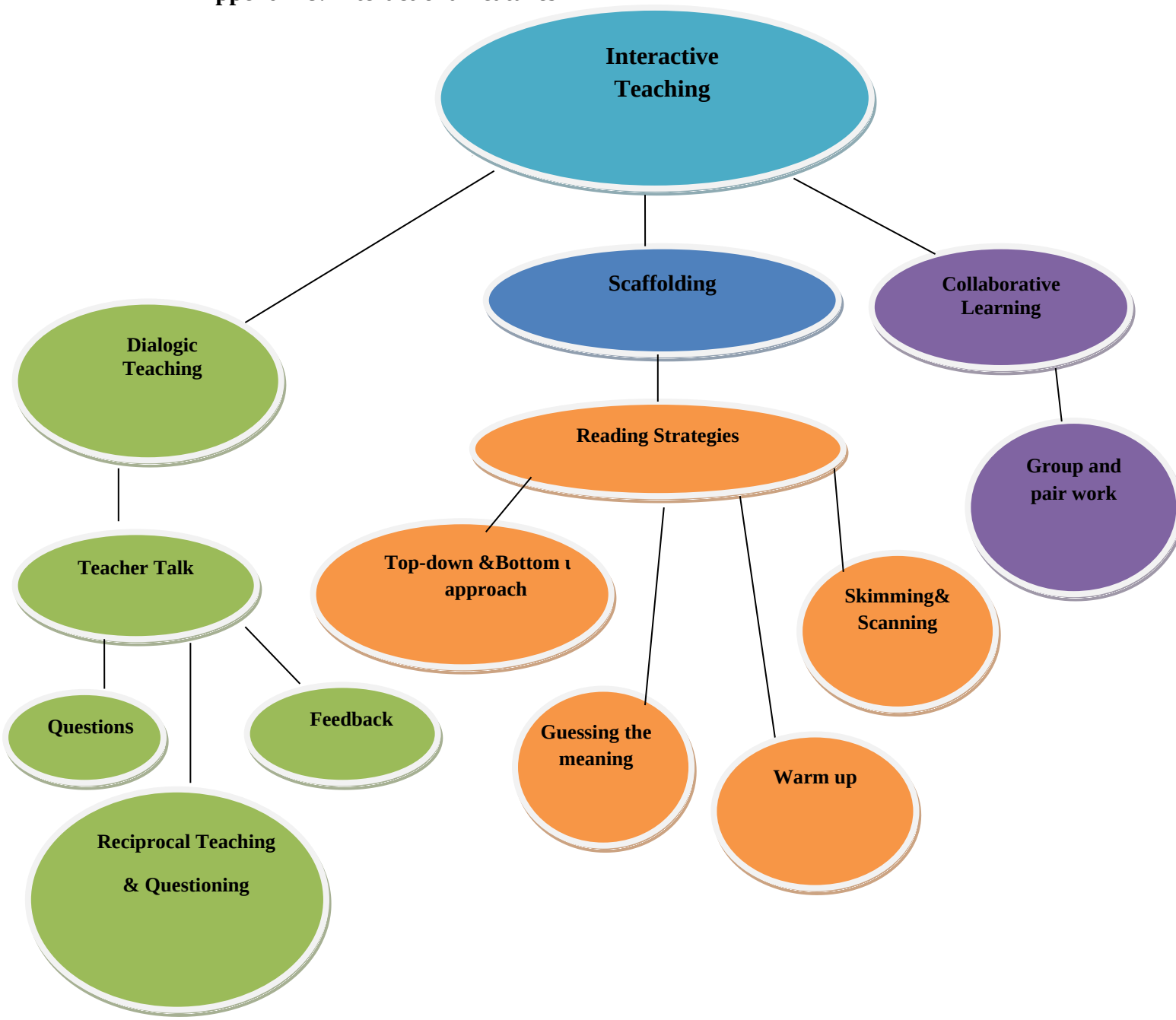
Name of Researcher

…….....Signature.....

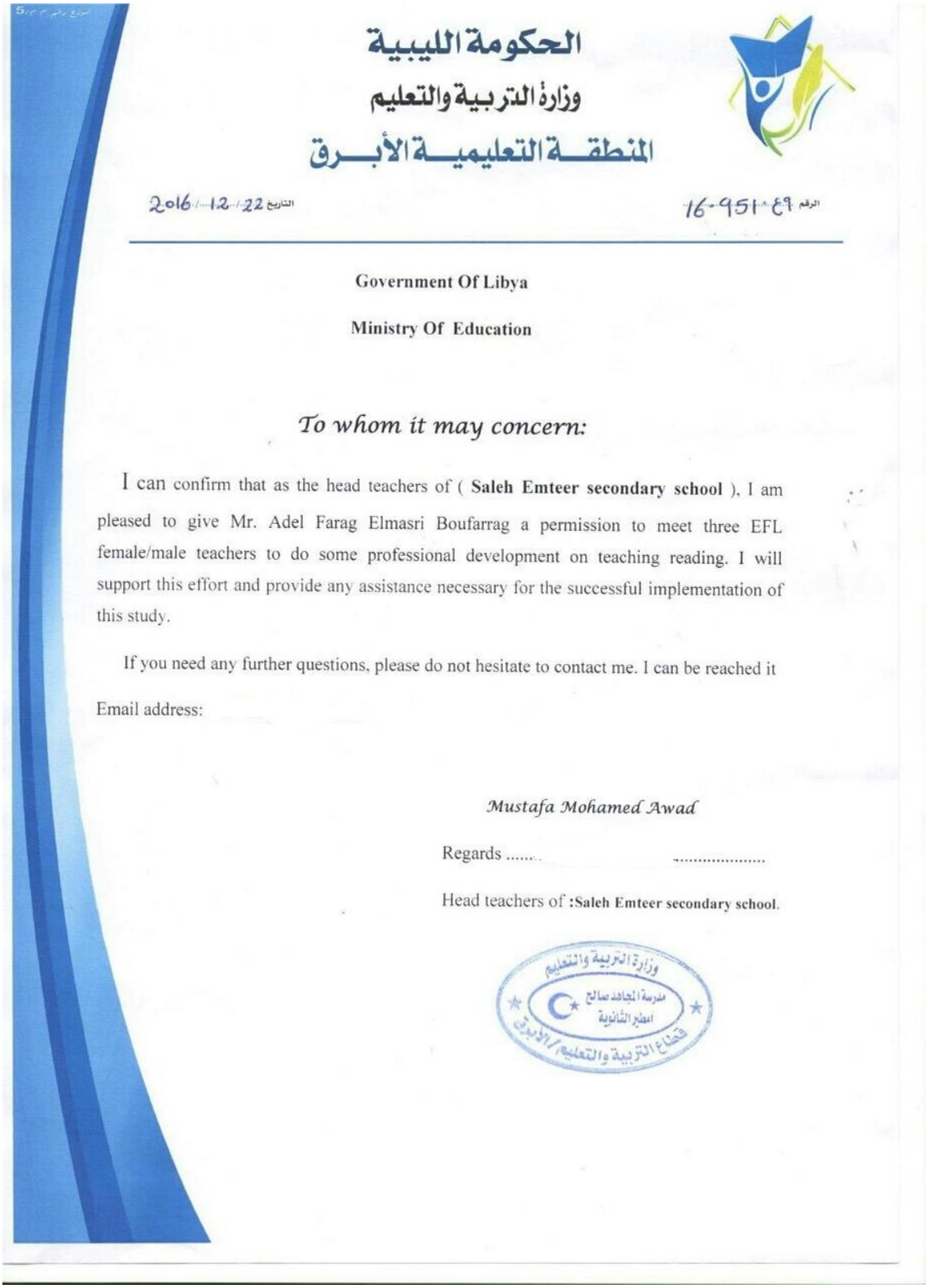
Date ……

End of consent form ……

Appendix 8: Interactional features



Appendix 9: permission letter



الحكومة الليبية
وزارة التربية والتعليم
المنطقة التعليمية الأبرق

التاريخ 2016/12/22 الرقم 16-951 ع9

Government Of Libya

Ministry Of Education

To whom it may concern:

I can confirm that as the head teachers of (**Saleh Emteer secondary school**), I am pleased to give Mr. Adel Farag Elmasri Boufarrag a permission to meet three EFL female/male teachers to do some professional development on teaching reading. I will support this effort and provide any assistance necessary for the successful implementation of this study.

If you need any further questions, please do not hesitate to contact me. I can be reached it

Email address:

Mustafa Mohamed Awad

Regards .....

Head teachers of :**Saleh Emteer secondary school.**

وزارة التربية والتعليم
مدرسة المجاهد صالح امطير الثانوية
قطاع التربية والتعليم/ الأبرق

Appendix 10: The steps of the intervention

Intervention stages:

-The intervention in this study lasted three months including many formal and informal discussions and meetings that I held with the participants either individually or with all of them. The informal meetings were important as they aimed to address any power issues that might arise in a more formal setting.

Timescale	Formal/ informal meeting	The process of the intervention
This is the first stage of the intervention. It took place in week 1.	Formal meeting:	I met the participants to explain the nature and the aim of the study including the process of collecting my data. In these meetings, I tried to help them to gain their trust in me and the research process by answering any questions they had about the study and the processes involved.
This is the second stage of the intervention (it took two weeks. It occurred in week 2 &3.	Informal meetings:	Before teaching the reading lesson in front of my participants, I had many informal discussions with all of them to explain the CLT approach because this was considered a new approach for them.
This is the third stage of the intervention and took place in week 4. This meeting was occurred after the informal meeting mentioned above to explain the observation sheet in more details.	Informal meetings:	I spent time explaining the observation sheet that the participants would complete about the demonstration reading lesson I modelled with them and answering any questions about it.
This is the fourth stage of the intervention. This meeting occurred in week 5.	Formal meetings:	Before demonstrating the reading lesson, I met my participants first to explain their role. I told them to act as if they were learners and imagine we were in class full of students. I considered this stage as preparation for the demonstration lesson.
This is the fifth stage of the intervention. I had	Formal meeting:	I modelled the reading lesson with my participants to help them improve their understanding of the CLT approach.

this meeting with the participant in week 6.		
This is the sixth stage of the intervention. This meeting took place in week 7.	Informal meetings:	We had an informal meeting with the participants before the group discussion session, I answered my participants' questions. In these meetings, I tried to create a non-threatening environment in which participants felt free to ask questions about the CLT approach. Also, it was important to build a strong relationship of trust with the participants and to show mutual respect while we were sharing information in the group discussion.
This is the seventh stage of the intervention. This meeting happened in week 8.	Formal meeting:	After the preparation meeting for the group discussion, I met the participants with the observation sheets they had completed while they listened to the recording. I invited them in a group discussion to talk about the reading lesson I taught and encouraged them to think how to put the aims into practice when they teach the reading lessons.
This is the eighth stage of the intervention. It took place in week 9.	Formal meeting:	I observed the teachers while they were teaching reading lessons with their students.
This is the ninth stage of the intervention. It occurred in week 10.	Informal meetings:	Before the final interview, my participants asked me about their progress in applying the CLT approach for the first time, and they asked me about some points they did such as; putting the students in groups, encouraging their students to participate in the discussion and how they started the lesson. They were keen to teach in a communicative way and wanted to discuss how they could do so.

Appendix 11: observation sheet

Stage one-pre-reading	**Comment**
-How did the teacher open the class?	
-During the lesson, what the teacher do to encourage the students to participate in the class?	
-What did the teacher do to ask the students to achieve the requested task?	
-How did the teacher put the students in group or in pairs to work together?	
During the lesson, what are the things teacher can or cannot do with the students?	
-How did the teacher guide the students to deal with the written text?	
- How does the teacher deal with supporting students when they meet new words?	
-What did the teacher do to support the students if they have any difficulties to understand the instruction or the questions?	
-How the teacher checked students' understanding?	
Stage two-during reading	
-During the lesson, what the teacher do to encourage the students to participate in the class?	
-What did the teacher do to ask the students to achieve the requested task?	
-How did the teacher put the students in group or in pairs to work together?	
During the lesson, what are the things the teacher can or cannot do with the students?	
-How did the teacher guide the students to deal with the written text?	
- How does the teacher deal with supporting students when they meet new words?	
-What did the teacher do to support the students if they have any difficulties to understand the	

instruction or the questions?	
-How the teacher checked students' understanding?	
Stage three-post reading	
-During the lesson, what the teacher do to encourage the students to participate in the class?	
-What did the teacher do to ask the students to achieve the requested task?	
-How did the teacher put the students in group or in pairs to work together?	
During the lesson, what are the things teacher can or cannot do with the students?	
-How did the teacher guide the students to deal with the written text?	
- How does the teacher deal with supporting students when they meet new words?	
-What did the teacher do to support the students if they have any difficulties to understand the instruction or the questions?	
-How the teacher checked students' understanding?	
Note: -If you kindly want to add anything that might not exist in the above table.	

Appendix 12: Initial codes for the main challenges for implementing the new EFL policy.

TW: As I said that many times, time is very short, that is just (45 mins).

TY: Our concern is to finish the textbook during the year and as I said to you the time is not enough to ask students to work in groups.

TA: It is a waste of time. Four lessons weekly are not enough to do everything with the students in the class and each lesson is just 40 or 45 minutes and we waste nearly five to ten minutes before arranging the class.

Mixed gender:

TW: Honestly, I don't use this technique (group work in mixed gender classes) and use whole class teaching, I mean I make the whole class work together with me as a director for this work.

TY: Although it is not common to find male and female students in the same class, if I want them to work in group, I will put male and female in a separate group because as I told you about Libyan beliefs, religion and cultures.

TA : Girls hesitate to work in groups or in pairs, because of cultural boundaries.

Large classes:

TW: Because of the numbers of the students in the class, that will be impossible for the teacher to make sure if all the students can work in the one group.

TY: The problem that I am facing in the pair or group work is that we have large numbers of students in the class and I cannot control the students and that might create a noise in the class.

TA: We have classes with many students. I did not ask my students to work in these classes in group and I am teaching male students.

Exam:

TW: Um…, as I told you, I want my students to pass the exam and I think this is the best way to do that (teaching grammar & vocabulary).

TY: They come to the school just because of the exams. The only way to assess the students to pass and move to another level is the exam.

TA: I have to follow the way of the exams which are based on vocabulary and grammar rules.