

**EXPLORING DESIRABLE CHARACTERISTICS FOR LIBYAN ELT PRACTITIONERS**

Dr. Sanjay Kumar Jha

(Associate Professor (Linguistics-TEFL), Department of English, Haramaya University, Ethiopia.)

ABSTRACT

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The paper, firstly, aims at exploring desirable characteristics for tertiary-level ELT practitioners in global scenario; secondly, it aims at exploring 20% most desirable characteristics that Libyan ELT-practitioners lack most from emic and etic perspectives. The data for this study were mainly collected through questionnaire and document analysis; whereas, descriptive statistics and Pareto analysis were used to analyze the data. The findings of the study showed 24 characteristics that an ELT practitioner ought to have in global scenario. Of them, 20% or five characteristics that Libyan ELT practitioners lack most from emic and etic perspectives are *motivation, interactivity, socio-affective skills, pedagogic knowledge, and professional competence*. The paper finally recommends twelve apposite measures to enhance the efficacy of the Libyan ELT-practitioners.

Keywords: *Desirable characteristics (DC), ELT practitioner, Emic and Etic Perspective*

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INTRODUCTION

Since the efficacy of an ELT practitioner is determined by a set of characteristics, this study takes a dig firstly into exploring desirable characteristics ascribed to an ideal ELT practitioner in global scenario. Secondly, the study delves into exploring 20 % characteristics that Libyan ELT practitioners lack most from emic and etic perspectives. Needless to say that ELT in Libya is in deplorable state and such a perception study is needed to make Libyan ELT practitioners aware of what their students think of them, expect from them, and enable them to meet the learning needs of the Libyan students.

With a meager population of six million people, Libya currently has thirteen state universities

and seven private universities, educating 300,000 students. In the process of building a new, post-Col. Gaddafi nation, Libya is facing a number of challenges and a number of hurdles in meeting the challenges (Pollock, 2013). After decades of neglect, the country has a serious challenge of initiating as well as restoring quality English education. The reason I emphasize on 'initiating' is English has always been treated as an untouchable object in Libya. English, which is the second major language, taught in Libya, is popular with some but for the majority of the population it is unpopular (Razab, 2007). Partly due to avoiding western influence and partly due to preserving indigenous culture and promoting the sole language (Arabic), Libya has been keeping English at bay. The current government is all poised to better

the country's educational system in general and English language education in particular.

It goes without saying that English is the most preferred lingua-franca globally. Today, the number of non-native speakers of English is more than the native speakers of the language (Chen, 2009). But English in Libya is undoubtedly in deplorable condition for many reasons. Despite the intense need for learning English for the social and economic development of the country, average Libyan harbours a misconception that English can never be a crutch to survive in Libyan society. The linguistic obsession of Libyans towards their mother tongue (Arabic) has deprived Libyan learners of mastering English language adequately and appropriately. Using dichotomous binary variables: (+) and (-) representing *presence* and *absence* respectively, the following figure-1 illustrates the state of learning and mastering English in Libya (Jha, 2014-A).



Figure 1. The Status of Learning and Mastering English in Libya

It is noteworthy in figure 1 that ELT is in the core and the four fading outer orbits indicate respectively that *item learning* occurs in Libya as denoted by (+) mark; *system learning* occurs in a mixed state as denoted by (+/-); whereas, *natural learning* and *mastering* do not occur in Libyan classroom as denoted by (-). Item learning refers to learning a language at word level; system learning refers to learning at sentence level; natural learning refers to the state in which learner starts learning a language either inductively or deductively using generalization, under-generalization, and over-generalization (Krashen, 1987). As for mastering, it is aimed at acquiring utmost perfection in speech fluency, writing accuracy, stylistic nuances, word choice, accent, etc.

AN OVERVIEW OF LITERATURE REVIEW

Using the phrase *an overview* before *literature review* implies that Libyan ELT-practitioners do not have significant number of research articles which could be reviewed for further insights into identifying and solving problems pertaining English education in Libya. Having made online survey, an evident fact surfaced that the problems of English education in Libya have been researched more by non-Libyan researchers. Owing to the paucity of adequate literature, this section, therefore, presents merely an overview of major issues associated with English education in Libya. The education ladder in Libya is divided into 6-3-3 in which English is taught for three years before junior high school, but the students stop learning English when they enter senior high school and the majority of students can neither write and speak nor understand English when they enter college.

There are mainly three remarkable phases of English or more precisely ELT in Libya: 1943 to 1986, 1987 to 1992, and Post 1992 (Salem, 2010). The first phase, i.e. 1943 to 1986 is epochal in that it laid the foundation stones of ELT in Libya. The focal period of the first phase can be traced to 1964 when the Government of Libya believed that its plans for the extension of higher education at home and abroad were handicapped by the inadequate standards of English teaching and the lack of a sufficient number of teachers trained in this subject (Barton, 1968). This phase gained momentum especially in 1965 when a valuable link was established between the Ministry of Education and the teachers of primary to tertiary level in the form of availing in-service training to make the teachers aware of modern methods of ELT and develop suitable study material. The university teachers gained first-hand knowledge of the problems of teaching in the schools, problems which their own students will meet after graduation (ibid).

The second phase (1987 to 1992) can be viewed as a blank phase in which teaching and learning English at schools, colleges, universities, and private institutes were totally stopped to mark a protest against US invasion on Libya in 1986. The third phase (post 1992) is remarkable as after six



years of ban on English, Libyans started queuing up to learning English again. Having realized the growing importance of English, the Government made a candid but somewhat half-hearted endeavour to revive the six year old dead tree of English. In this endeavour, a number of new colleges and institutes of graduating teachers were established and a great number of students were sent abroad in different branches of science including English language (Salem, 2010).

In addition to the aforementioned three phases, I would like to add a fourth phase too. The fourth phase can be viewed as *post-Gaddafi phase* whose inception can be traced in early 2012 and thenceforth. It is imperative to emphasize that Libya has faced two major setbacks when it was gaining momentum to spread English education. The first setback occurred during the blank phase (1987-92) and the second setback is the aftermath of the recent uprising in which three English teachers had to lose their lives in the year 2014 alone due to anti-English sentiments among certain factions (Jha, 2014-A). Despite all oddities, the future of English in Libya may again look bleak but a great hope prevails as the newly elected parliament, the General National Congress (GNC) has indicated its desire to move the country's education system forward. The GNC has prioritized a plan to develop language learning through overseas scholarships as part of which a funding initiative of 2.6 billion US dollars was floated by the government that would fund the overseas training of over 10,000 students in technical fields and an additional 31,000 students in English language – as a precursor to higher studies at an overseas institution of higher learning (Pollock, 2013).

Due to inadequate exposure to ongoing worldwide advancements in ELT, the Libyan ELT practitioners are unaware of the essentials to become effective ELT practitioners. Libyan recruiters do not necessarily believe in professional qualification(s) such as MA in TESOL, TEFL, Applied Linguistics, TEAL, Second Language Acquisition, etc. as a prerequisite to teach English. The majority of ELT practitioners in non-native countries do not hold any internationally recognized academic or professional qualification simply because most of the non-native

countries do not offer any ELT programme of international recognition (Jha, 2014-A). For instance, in Indian context, students of BA and MA English literature are expected to become teachers of English language but they are deprived of a sound training in English Language Teaching (Dhanavel, 2009). In Libyan context, the average ELT practitioner is either the product of weak ELT programme or has irrelevant qualification like MA in English Literature or MA in English and Translation Studies.

As for reviewing the essentials for ELT practitioners, a number of ELT researchers have discussed essentials for effective ELT practitioners. However, six studies that deserve their mention here due to their pertinence to the present study are *Exploring Characteristics for Effective EFL Teachers From the Perceptions of Junior High School Students in Tainan*, by Chen & Lin (2009), *Factors Underlying Characteristics of Effective English Language Teachers: Validity and Sample Effect* by Khodadady (2010), *The Characteristics of Effective English Teachers As Perceived by High School Teachers and Students in Korea* by Park & Lee (2006), *The Relationship between Iranian English language Teachers' and Learners' Gender and their Perceptions of an Effective English Language Teacher* by Shishavan (2010), *The Characteristics of Effective English Language Teachers in Students' Perceptions* by Lidia (2012), and *Ten characteristics of a good teacher* by Miller (1987).

STATEMENT OF THE PROBLEM

As evidenced from the literature review, ELT and the associated problems have not been given due attention in Libya. It may sound ironical but the truth is average Libyan student fails to read and comprehend an English text written in the textbooks or uttered by the teachers in classroom. Rajendran (2010) also finds that university students in Libya fail to understand the meanings of even the commonly used English words like post office, money, street, etc. He further adds that students seem to have no idea of proper sentence structure, correct spellings, and grammatical rules of English. According to Alhmali (2007), the students simply aim to obtain high grades and pass the exams. There exists little knowledge about the best strategies to develop the



students not just cognitively but also behaviorally and emotionally (Zainol, 2012). The average Libyan who goes to native countries like England or America for PhD programme in ELT is often advised to redo a corresponding master programme prior to pursuing PhD programme. This reveals that Libyan ELT programmes do not meet international accreditation. Considering the aforementioned observations made by local and global researchers, the paper hypothesizes that the quality of ELT practitioners in Libya has its repercussion on the students. In other words, Libyan ELT practitioners lack desirable characteristics of ELT that result into poor performance of the students. Hence, this study looks at the problem under discussion from both causal and remedial perspectives by raising two research questions as follows.

QUESTIONS OF THE STUDY

- What are the desirable characteristics (DC) for tertiary-level ELT practitioners in global scenario?
- What are the 20% ideal components that Libyan ELT practitioners lack most from emic and etic perspectives?

SIGNIFICANCE OF THE STUDY

Given the scarce local and global studies on the stated problem of ELT education in Libya, this study can be viewed as a preliminary as well as pioneering attempt to draw the attention of local and global ELT practitioners, employers, and the EFL learners towards deplorable state of tertiary ELT in Libya. The outcome of this study will prove useful for both current and aspiring ELT practitioners in terms of making them aware of their expected roles in ELT.

2. METHODOLOGY

This study is basically phenomenological as it is more oriented towards eliciting perceptions, beliefs, and feelings of the participants about desirable characteristics of the Libyan ELT practitioners with emphasis on subjectivity rather than objectivity from emic and etic perspectives. An *emic* perspective is one in which a group of ESL learners' own learning experience is investigated; whereas *etic* perspective is one in which a researcher as an observer interprets what s/he perceives largely

from her/his own perspective. The research design is mixed, i.e. *quantitative and qualitative* as it not only measures quantifiable data but also lays emphasis on interpretation for the qualitative data.

2.1 SUBJECTS AND SAMPLING OF THE STUDY

The subjects for this study were 50 final year undergraduate students and 15 teachers of Garyounis University (from *Ajdabiya, Jalo, and Kufra* campuses) selected through random and convenience sampling techniques respectively.

2.2 DATA COLLECTION & ANALYSIS

Three data gathering instruments: *document analysis, questionnaire* and *participant observation* were used to collect the required data. Document analysis (in the form of online & offline archival artefacts) was used to meet the answer of the first research question; whereas, questionnaire and participant observation were used to meet the answer of the second research question. From emic perspective, a close-ended questionnaire was prepared for the students to elicit their perceptions about their English teachers in terms of 24 desirable characteristics ascribed to an ideal ELT practitioner. Participant observation was made by the researcher from etic perspective to see how the teachers deliver their lessons rather than believing what they say they do. In emic perspective, learners' own perception is investigated; whereas etic perspective shows a researcher's own perception about the observable data. All the ordinal data were analyzed quantitatively using frequency and percentile; whereas the nominal data were analyzed qualitatively using narrative analysis.

3. RESULTS AND DISCUSSION

In response to the first research question, the paper explores desirable characteristics that encompass 24 underlying overt and covert constructs ascribed to effective ELT practitioners in global scenario (see figure-2).

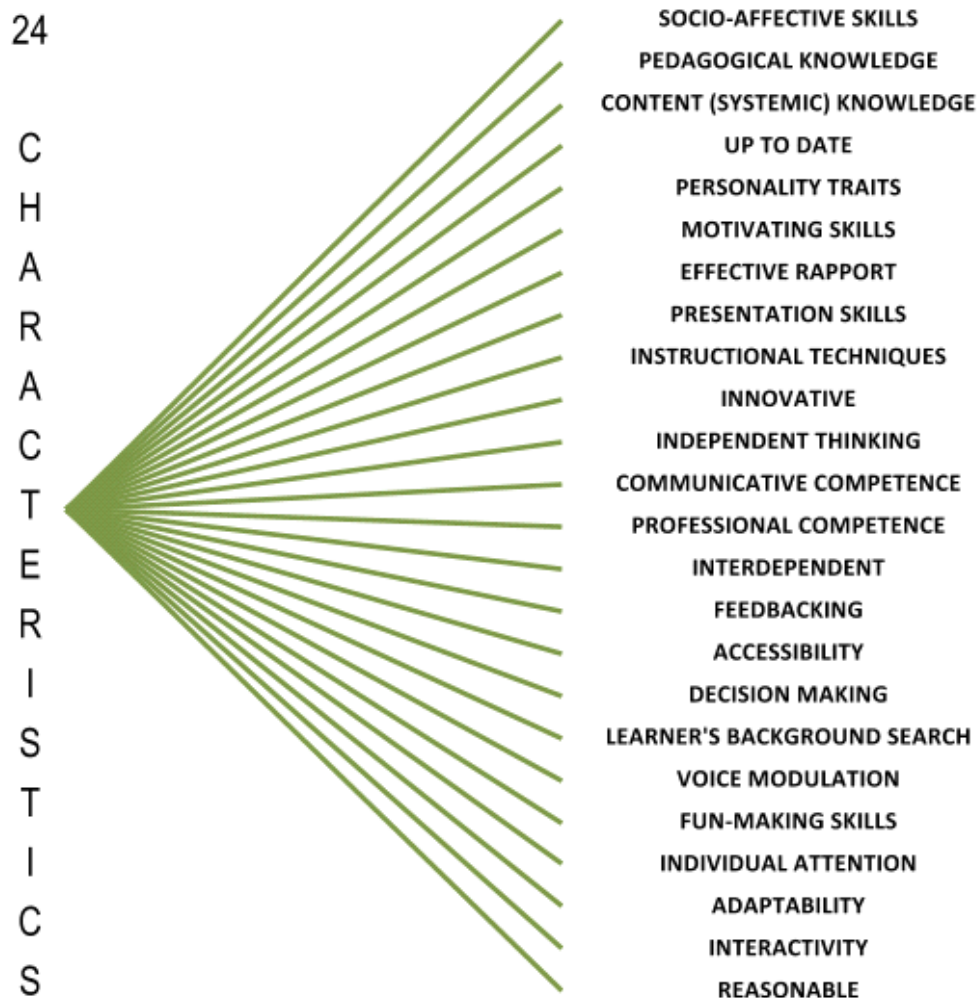
3.1 DESIRABLE CHARACTERISTICS ASCRIBED TO IDEAL ELT PRACTITIONERS

Figure 2. The Desirable Characteristics Ascribed to Effective ELT Practitioners in Global Scenario

3.2 The 20% Characteristics that Libyan ELT Practitioners Lack Most

Subsequent to identifying 24 desirable characteristics for an ELT practitioner in global scenario, the paper responds to the second research question by exploring 20% characteristics that the Libyan ELT practitioners lack most from emic (students' perceptions of their teachers) and etic (researcher's perception of the teachers) perspectives. The notion of using '20%' came from the premise of Pareto Analysis which is also known as 80/20. The idea here is to identify and rectify 20%

problems of higher magnitude which in turn may produce 80% of desirable results in the performance of the students. From emic perspective, the sample students were asked to rate their English teachers on the percentile scale of 5% to 100%. Taking cumulative results through emic and etic perspectives, 20% or five characteristics that the Libyan ELT practitioners lack most (according to the students and the researcher) have been highlighted in the red colour in the following bar chart (figure-3).

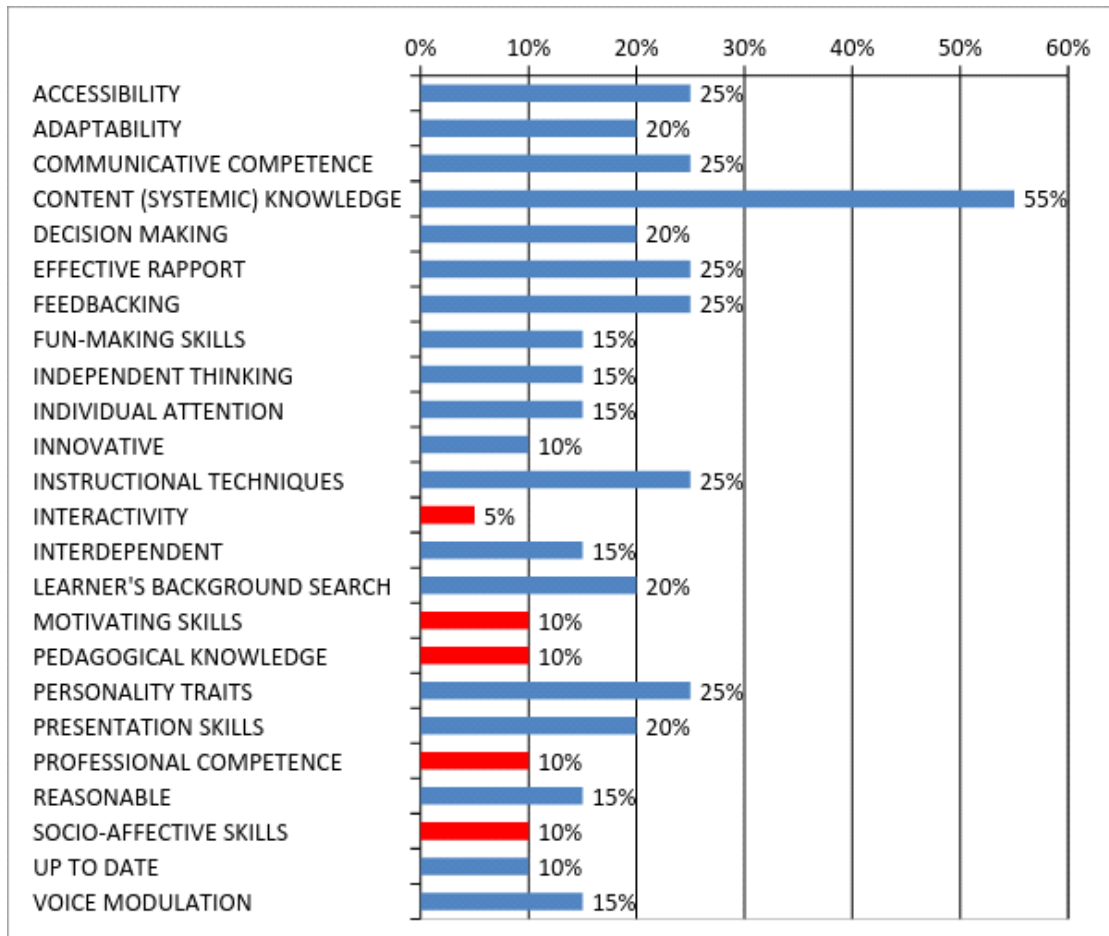


Figure-3: 20% Characteristics that the Libyan ELT Practitioners Lack Most

Given the concerns over five DCs that the Libyan ELT practitioners lack most, the paper takes a deeper insight into them by elucidating their implications as follows.

3.2.1 Motivation

Motivation, in general, is of paramount concern to ELT; but activating *intrinsic motivation* (a form of motivation that lies within the students) is the most important thing in teaching and learning English. Since today's students will become tomorrow's teachers, teachers have to create an interest in learners to learn English. To boost positive attitude and motivate learning, an environment conducive to learning must be created. Some learners are intrinsically enthusiastic but some require teachers as a driving force for motivation or enthusiasm. The Chinese proverb "Don't give your students fish, but teach them how to fish" is apt in terms of creating intrinsic motivation. There are several attributes that lead to intrinsic motivation,

but the Libyan teachers are found to be lacking in fostering intrinsic motivation for four chief causes. First, English is treated as a foreign language rather than a second language. Second, there is no praise or reward for the learners to excel in English test and classroom activities. Third, the teachers become authoritative by adopting teacher-centred approach and the students are given less control over the learning process. Fourth, the teachers are not eager to be aware of the global importance and utility of English; nor do they want to make the learners aware of the same.

3.2.2 INTERACTIVITY

Interactivity here refers to the maximum exposure of interactional activities inside and outside EFL classrooms. As part of interactivity, the teachers



are obliged to avail as much comprehensible inputs as possible for the students in various forms that may orientate teachers to speak less and learners to talk more. Believing in Krashen's hypothesis of comprehensible input, learners learn a language by getting exposed to comprehensible inputs. But, there is hardly any exposure to comprehensible inputs or interactional activities for the Libyan learners inside and outside the EFL classrooms. English language learning is entirely limited to the classrooms. Since Arabic is the one and only language used all over the country, the average Libyan believes that English can never be a crutch to survive in Libyan society. It is sarcastic to mention that medium of instruction sometimes becomes Arabic not only for subjects but also for English subject especially when the instructors are Libyans.

3.2.3 Socio-Affective Skills

Socio-affective skills mainly subsume teachers' positive attitude towards learners' capability of learning, having spare time to listen to students' problems, a knack of knowing behavioral

psychology of students, using emotional intelligence to deal with students' cognitive barriers, interest in learners' first languages, cultures, and needs, According to Borg (2006), the socio-affective skills enable teachers to establish good rapport with their students as well as maintaining the process of education more effectively and successfully. In Libyan context, there is almost no rapport between teacher and the students as the teachers adopt one way teaching and they are not considerate to the learning needs of the students; nor do they care about their socio-cultural and cognitive factors in their learning.

3.2.4 Pedagogic Knowledge

Pedagogic knowledge here refers to the blended uses of (i) *effective ELT methods*, (ii) *effective lesson planning*, and (iii) *classroom management skills*. As for the effective use of ELT methods by Libyan ELT practitioners, I would like to present my latest finding on the status of employing effective ELT methods (Jha,2014-A).

3.2.4.1 EMPLOYMENT OF EFFECTIVE ELT METHODS:

Table 1. ELT Methods Used Globally and Locally

ELT Methods Used Globally	ELT Methods Used in Libya	
	AOM	DOA
GTM: Grammar Translation Method, 1850s	+	<i>Frequently</i>
MM: Montessori Method, 1870s	+	<i>Sometimes</i>
DM : Direct Method, 1890s	+	<i>Rarely</i>
ALM: Audio Lingual Method, 1960s	+	<i>Rarely</i>
CLL: Community Language Learning, 1970s	-	<i>Seldom</i>
SW: Silent Way, 1970s	-	<i>Never</i>
SUG: Suggestopedia, 1970s	-	<i>Seldom</i>
TPR: Total Physical Response, 1970s	+	<i>Seldom</i>
CA: Communicative Approach, 1970s	+	<i>Sometimes</i>
AVM: Audio Visual Method, 1970s	-	<i>Rarely</i>
CL: Cooperative Learning, 1970s	-	<i>Rarely</i>
SA: Semiotic Approach, 1970s	-	<i>Unfamiliar</i>
PPP: Presentation-Practice-Production, 1980s	-	<i>Unfamiliar</i>
TBA: Task-Based Approach, 1980s	-	<i>Rarely</i>
MI: Multiple Intelligences, 1980s	-	<i>Unfamiliar</i>
NA: Natural Approach: 1980s	-	<i>Unfamiliar</i>
LA: Learner Autonomy: 1990s	-	<i>Rarely</i>
LLL: Lexical Language Learning, 1990s	-	<i>Unfamiliar</i>
PE: Principled Eclecticism () 2000s	-	<i>Unfamiliar</i>



The first column in table 1 contains 19 ELT methods used in global context; whereas, the second and third columns present the status of using 19 methods in Libyan context using two variables: *application of method (AOM)* and *degree of application (DOA)*. AOM has two values (+) and (-) standing for *presence* and *absence* of any method, whereas DOA has six descending temporal values: {*always*→*often*→*sometimes*→*rarely*→*seldom*→*never*}. The first three values: *Always*, *Often*, and *Sometimes* were assigned (+) value to affirm the application of an ELT method, whereas, *Rarely*, *Seldom*, and *Never* were assigned (-) value to negate the application of method(s). In addition, an attribute 'unfamiliar' was added under DOA to show the teachers' unawareness of the ELT method(s). The results of DOA in table 1 not only show the absence of effective methods but also unfamiliarity with important methods among the teachers (Jha, 2014-A). As a result, teaching ends up with rules due to heavy use of GTM and learning ends up with rote memorization.

3.2.4.2 EFFECTIVE LESSONS PLANNING

Effective lesson planning refers to the effective use of authentic course materials that are tailored to the needs and abilities of learners based on their varied proficiency levels. It is an irony that no care is being taken to identify varied proficiency levels of the learners. In addition, Libyan textbooks lack authentic and interactive lessons for real communication related to the life of the learners in terms of their indigenous culture, language, real life events, needs, and paraphernalia. Even though, the prescribed textbooks contain some interactive lessons, the teachers do not involve the students in interactive activities. The learners are exposed to textual rather than contextual or practical learning. The essential teaching and learning materials like good textbooks, workbooks, TV, radio, charts or other useful audiovisual materials are not availed to the teachers and learners which make teaching and learning more imaginative than practical.

3.2.4.3 CLASSROOM MANAGEMENT SKILLS:

Classroom management refers to different strategies and techniques to manage especially large class in terms of facilitating group and pair work and

other classroom activities. What impedes most in classroom management is large class size. The Class size here refers to the number of students in a classroom; whereas, classroom size refers to the length and width of a classroom (Jha, 2014-A). According to Hayes (1997), the ideal number of students in a language class is 30 at most, because only under such a scale can offer enough chances for the students to communicate with each other. But the number of students in the Libyan EFL classroom normally exceeds 85 which affects teaching and learning in terms of closer attention, audibility of teachers and learners, visibility of the board, managing pair and group work activities, etc.

Professional Competence

Professional competence here refers to professional qualifications and experiential knowledge, and research competence as discussed below.

Professional Qualification

As for the ideal ELT qualification(s) in global scenario, MA (TESOL or/and Applied Linguistics) along with DELTA or Trinity Dip-TESOL proved to be the most preferred professional qualification for tertiary level ELT (Jha, 2014-B). As for the availability of professional ELT qualifications in Libya, there is only one course titled MA in English Language (specializing in translation and interpreting) whose curriculum is not in accordance with ideal ELT curriculum that contains six constituents as follows.

- **Theoretical Constituent:** Theoretical constituent contains modules like *Learning Principles of Second Language Acquisition, Application of Linguistics, Language System, Sociolinguistics, Culture and Intercultural Communication*, etc.
- **Assessment Constituent:** Assessment constituent contains modules like *Investigating Individual Learner Differences, Language Assessment and Testing, Designing Web-based Learning Environments and Evaluation*, etc.
- **Practicum Constituent:** Practicum constituent contains modules like *Supervised in & pre-Service Teaching Practicum, Delta Modules, English Phonetics for Second Language Teachers, Teacher Development for Language and Institutional Improvement*, etc.



- **Curricular Constituent:** Curricular constituent contains modules like Curriculum Development, Developing Authentic Materials for ESP, EAP, and EOP.
- **Research Constituent:** Research constituent contains modules like Research Methods in Language Learning, Master's Thesis, Statistics in Education, etc.
- **Forum Constituent:** Forum constituent contains modules like Distinguished Lecture Series, Workshop and Seminar, etc.

For lack of a aforementioned six constituents in Libyan ELT curriculum, Libyan ELT practitioners can be viewed as the products of weak ELT programme(s) that cause a chain of unprofessional ELT practitioners in Libya.

EXPERIENTIAL KNOWLEDGE

Learning to teach without classroom practice is like learning to drive without ever encountering traffic. Keeping this view in mind, experiential knowledge here refers to the knowledge gained from practicum (practical teaching) as well as from adequate and appropriate usage of English language. Not to say of Libya, even in native environment, the aspiring ELT practitioners are deprived of practicum based ELT programmes. In recent years, an emphasis on introducing an element of 100+ hours of teaching including 6 hours of observed teaching practice upon successful completion of ELT courses has become a mandatory criterion in most of the professional ELT programmes to enhance the experiential knowledge of the ELT practitioners.

RESEARCH COMPETENCE

Research competence here refers to the tendency of conducting constant research on varied issues of ELT so that the researchers could be aware of the ongoing developments in the field of ELT and relate the same to diagnose and rectify the ELT issues in their own teaching environment. According to Eljarh (2013), there is no real commitment to scientific research in Libyan universities and the country does not benefit from generous international grants in the fields of scientific and social research because of the absence of any cohesive vision for the sector. In developed economies, research and other

scholarly activities account for at least 33 percent of academics' duties, but they account for less than five percent at Libyan universities. In addition, there is an utter lack of forums and conferences which could orient the students and the teachers to have a research mindset.

4. CONCLUSION

The crux of the paper was to explore firstly the desirable characteristics that make one an ideal ELT practitioner in global scenario; secondly, it aimed to explore 20% characteristics that the Libyan ELT practitioners lack most from emic and etic perspectives. To this end, the paper came up with 24 desirable characteristics that an ELT practitioner ought to have in global scenario. The 20% desirable characteristics that the Libyan ELT practitioners lack most from emic and etic perspectives respectively are *motivation*, *interactivity*, *socio-affective skills*, *pedagogic knowledge*, and *professional competence*. From remedial perspectives, the paper forwards twelve apposite recommendations as follows.

- To enrich professional competence, there is an urgent need of introducing a master programme based on the pattern of internationally acclaimed *MA in TESOL and/or Applied Linguistics* as it incorporates both theoretical and practical components of ELT.
- Teaching practicum, in-house continuous professional development and supervised internship of 100+ hours should be made compulsory for the successful completion of the ELT course.
- Given the vacuum of interactivity inside and outside EFL classrooms, the teachers should avail maximum comprehensible inputs like (watching TV cartoon programs, watching English movies, TV serials, talk shows, listening radio programs like BBC, Voice of America, podcasts, reading English story books, newspapers, magazines, talking to or chatting with natives on social media) for the learners.
- To motivate students towards using English, the teachers need to promote English in parallel with Arabic and curb Linguistic jingoism for the sake of academic and socio-



economic growth of the people and the nation.

- For effective lesson planning, lessons have to be more engaging and authentic in terms of covering the indigenous culture, local needs, and the real life events so that the learners could develop a natural interest in the lessons.
- Given the status of using nineteen ELT methods in table 1, the teachers need to assess the effectiveness of different ELT methods and employ them accordingly rather than depending solely on GTM.
- Viewing the varied levels of learners, the lessons should also be varied as per different proficiency levels of the learners to ensure effective teaching and learning.
- To be effective in terms of socio-affective skills, the teachers need to have a caring attitude and create a supportive environment in which students may feel intrinsically and extrinsically motivated.
- As part of enhancing pedagogic knowledge, the teachers need to have a knack of using different ELT methods and activities to enrich all macro skills (listening, speaking, reading, and writing) holistically.
- Since Libyan EFL class and classroom are excessively larger in number and size respectively, the teachers need to learn different classroom management strategies to maximize interactional (pair and group work) activities with individual attention and adequate feedback.
- Viewing the vast vacuum of ELT research in Libya, the teachers are expected to conduct more and more research on ELT issues and keep themselves abreast of the latest developments in the field of ELT.

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