

# The communicative aspect of the foreign language learning context in Libya and the second language learning in English-speaking context.

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## ملخص

هذه الدراسة تختص بالبحث في تعلم اللغة الإنجليزية كلغة اجنبية في ليبيا وكذلك تعلمها كلغة ثانية، على سبيل المثال، في الولايات المتحدة، وبريطانيا، وكندا. الطرق التقليدية لدراسة اللغة والمتمثلة في التكرار، والنحو، والتلقين، والتدريبات اللغوية السمعية تستعمل لفترة طويلة في التعليم المتوسط والثانوي، لم يستفد الطلاب من تعلم اللغة بهذه الطرق التقليدية التي تعتمد في أساسها على التلقين والحفظ وبات الطلاب عاجزين عن التحدث بالانجليزية فيما بينهم ومعلميهم والتعامل مع النصوص اللغوية بشكل فعال، لم يرض هذا الحال المتردي الذي آل اليه وضع الطلاب وتعالى الأصوات المناادية من قبل المعلمين، والموجهين، ورجال التعليم، وصناع القرار بالتغيير مطالبين بالتخلي عن هذه الطرق التقليدية لدراسة اللغة مع ضرورة إيجاد طرق بديلة متطورة تساعد الطلاب على وجه أفضل في تعلم اللغة الإنجليزية، في العام الدراسي 2000/1999 تبنت وزارة التعليم العام الطريقة الإتصالية الحديثة التي تقوم على المحادثة والإستيعاب بدلاً من التلقين ويكون للطالب دور أكبر في العملية التعليمية وذلك بإستخدام الإنجليزية عند التحدث مع زملاءه والمعلم، أما عن

تعلم الإنجليزية كلغة ثانية، فإن هذا المجال من تعلم اللغة يكون خارج ليبيا؛ أي في الدول الناطقة بالإنجليزية كما ذكرسلفاً، المشكلة أن الطلاب يدخلون الفصول الدراسية في تلك البلدان يحملون معهم ثقافتهم وأساليبهم وأعتقاداتهم وأراءهم التي تختلف تماماً عن يحمله معلموهم والناس عموماً في تلك البلدان مما كان له الأثر الكبير في صعوبة التكيف مع هذا الحال وتعلم اللغة بسهولة ويسر

### Abstract

This paper aims at investigating the place of English as foreign language (EFL) in Libya and English as a second language (ESL) where students pursue their studies in an English-speaking educational and natural context; e.g. USA, UK, or Canada. The traditional English language teaching; such as audio-lingual method, grammar-translation method, word memorization, and drill repetition have been used in basic and secondary schools for a long time. The students are unable to use the language for communicative purposes and speak with each other and teachers. They are, in fact, learning English for accuracy rather than for meaning. The new curriculum; communicative language teaching approach was introduced to the education system as a response to teachers', inspectors', and educational policy makers' complains of the old traditional language teaching methodology without considering students' and teachers' beliefs and assumptions, as well as expectations towards language teaching and learning. Although teachers and students welcomed the new language curriculum, the students were not satisfied with the new approach and the teachers were doubtful of its effectiveness and beneficial. It seems that the students' old culturally acquired ways of learning English hinder them to effectively develop their speaking performance. It was apparently obvious that ESL students were influenced by their socialization stages at their home countries before entering mainstream schools. The students have experienced a long acculturation period in order to assimilate into the Western environment and successfully learn English.

### Introduction

A language, whether it is English or another language, is the medium through which teachers teach and students learn in the classroom. According to Breen and Candlin (1980), learning a

language within a communicative curriculum is appropriately seen as a communicative interaction involving all the participants in the learning, and various material resources on which the learning is exercised. Therefore, language learning may be seen as a process that grows out of the interaction between learners, teachers, texts and activities (Wilkins, 1976). The teacher's role is viewed as a facilitator, friend, and counselor rather than a transmitter of knowledge (Panner, 1995). Moreover, in learning how to speak the target language and interact with both teachers and students, learners are faced by not only a subject matter that may be overwhelming, but also interpersonal discourses among teachers and students. It is widely acknowledged that students' culturally acquired ways of talking and acting in their communities before entering school influences students on how to learn EFL/ESL at school (Heath, 1989, 1992).

This study sheds light on both learning English as a foreign language and a second language and how culturally acquired ways of talking and acting at home influences such language learning in both contexts. In the former, I will review the literature related to the EFL students in Libya. In the later, I will probe the ESL students learning the target language in English speaking environment; for instance, Libyan students learning English in USA, UK, or Canada. The word "culture" will be defined by some anthropologists. Traditional English methods and the new English language teaching curriculum endorsed by the communicative language teaching (CLT) will be discussed. The socialization period related to how the Libyan students culturally acquired ways of taking and acting within their own native culture will be included in this paper. Furthermore, the socialization process will be discussed within the ESL context manifesting the students' differences and discontinuity between their own native home cultures and those of the second language context. .

## **EFL CONTEXT**

Learning a foreign language takes place within one's own native culture where the language is used for educational, governmental, and business purposes; for example, Libyan students learning English in Libya. In this context of language learning, learners do not involve taking on a new culture (Brown, 1986). Thus, native students who learn English in Libya will not be faced with a

cultural conflict; rather, they will be more faced with a cognitive or educational conflict due to the acquisition of the new modes of subject matter within English language being learned.

The grammar-translation method, audio-lingual method, drillings, and memorization of words and patterns were among the curriculum of the target language; English in Libyan schools (Saghair, 2006; Shihiba, 2011). Farag (2014) wrote EFL is a part of the school curriculum that is based on both a teacher-centered and a textbook-centered traditional grammar translation method. This means that the teacher is considered as a source of knowledge and experience in the TL and therefore, most of the work in the classroom is done by the teachers. EFL learners must work individually and memorize grammatical rules, vocabulary, and prepare for final examinations. Moreover, the EFL curriculum is subject to educational governmental policy, thus, EFL teachers have no opportunity to develop classroom methodology to meet their students' needs pertaining to language proficiency. According to this method, teachers are assumed by students as authoritative figures that should not be questioned or even interrupted during classroom presentation. Students work individually, listening attentively to their teachers and writing down some notes when necessary. They are, in fact, passive receivers of knowledge not active participants.

Thus, the need for change and innovation of English language curriculum was prevailing among language teachers, inspectors, policy makers, and decision makers as well.

In 1999/2000, the Communicative Language Teaching (CLT) approach was introduced through the Libyan English language curriculum by the Ministry of Education to foster students' communicative ability (Farag, 2014; Zarrouh et al., 2001). The need to implement the communicative language teaching becomes very essential because this approach was mainly designed to promote students' interaction in order to enable the students to speak English with each other and teachers exchanging their views and information during classroom presentation (Alkawash, 2020; Hmaid, 2014; Mohamed, 2014). Although Shihiba (2011) reported that Libyan teachers generally have welcomed the new communicative curriculum and manifested good attitudes towards the communicative language teaching approach and its principles and goals, teachers still

implement the traditional methods rather than the CLT approach in teaching the English language because some teachers still doubt its effectiveness (Orafi, 2009). In parallel to Shihiba (2011), Saghair (2006) believed that the activities used in the Libyan classrooms are teacher-centered and the traditional methods of language teaching are still used in the classroom. This, in turn, does not help the students become proficient speakers of the target language because students believe that those new curriculum activities are waste of time, and as a result, they do not learn from them.

Libyan students lack opportunities to practice their English both inside and outside the classroom, and as a result, they face difficulties and were reluctant to participate in classroom communicative tasks or even contact with each other in English (Bin Hamid, 2010). Moreover Abu khattala (2014) wrote that this approach is a Western industry that should be further considered to investigate its effectiveness before introducing it to students and he also questions whether it is a practical approach that can be suitable and beneficial in the Libyan context:

Although communicative language teaching (CLT) is well recognized as the leading theoretical and most and the most effective model in the English language teaching (ELT), it is still uncertain how culturally suitable it is regarding Non-Western cultures of teaching and learning, including Libyan Arabic culture. Any teaching methodology is only effective to the extent that teachers and students are willing and able to accept and apply it with trust and optimism, and whether it is accepted or not is largely determined by a set of circumstances and beliefs that these students and teachers have been surrounded by and socialized to (Ab Khattala, 2014, p.1).

Even though a big body of research throughout the world has shown that the communicative activities promoted in CLT; such as language games, can motivate students and help them engage in an interesting and enjoyable learning, students in Libya are deprived from learning through a playful environment and the traditional methods are still present (Aldabbus, 2008).

However, in a study investigating the Effect of Communicative Activities on Libyan Secondary School Students' Speaking Performance in Malaysia, Own and Razali (2018) revealed

that students' vocabulary repertoire was significantly increased while information gap activities were introduced in the classrooms and those communicative activities have encouraged language practice which, in turn, lead to developing speaking performance. The authors called for implementing the CLT approach because it promotes interaction learning environment during classroom presentation that provides students with opportunities to effectively use English for communicative purposes. In a similar study conducted by Own et al.(2019) investigating the effectiveness of the language game and information gap activities endorsed by the CLT, the authors concluded that implementing communicative activities based on principles of CLT in the Libyan English language classroom helps enhance students' speaking performance.

Unlike the old traditional English materials that heavily focused on grammar for accuracy and neglected the communicative aspect of the language for fluency, the new materials are mainly designed to enhance students' reading ability and communicative competence where teachers would need to help their students use English to negotiate meaning with each other or the teacher, and for real purposes as interactive participants rather than passive receivers of knowledge (Farag, 2014) Thus, students are encouraged to read for a purpose; such as, reading a specific instruction to know how to fill in an application form for and entry visa to Canada or UK, reading for reviewing an article or a book, reading a prescription in order to know how to properly have medications. Besides these purposes for reading, students are taught how to read effectively or rather strategically; they guess unfamiliar words for meaning, they rely on context to infer the meaning of unknown words, they make sense of linguistic clues and phrases. They also scan texts for specific information; they skim texts for the gist or general understanding. When they are encountered by intricate words or complex sentences they are encouraged to skip a word, a sentence and/or a question in order to keep reading. Furthermore, they monitor and repair comprehension during reading, and they evaluate themselves, the author, and the text being read itself.

Despite these new curriculum principles, teachers still apply principles endorsed by the old curriculum and the way students learn to read in Arabic (Saaid, 2010). They ask students to read aloud, something which is very common in Arabic reading, word by word,

sentence by sentence, and translate words into Arabic. Their rationale for teaching reading is based on their beliefs and assumptions. According to Farag (2014)'s study, many teachers believe that listening to students read aloud in the classroom is a valuable assessment tool as reading abilities can be evaluated and mispronounce words corrected. They also believe that reading in such a way helps students build their vocabulary knowledge, and therefore, they understand a text being read. Thus, teachers employ principles which are not congruent with the goals of the new curriculum. This is how teachers in secondary schools view the purposes for teaching reading and the goals for teaching reading. This mismatch, I think, has negatively influenced how students approach reading. The situation in secondary schools, I think, has had a negative influence on how students approach reading at universities.

### **DEFINITIONS OF CULTURE**

The word "culture" has many definitions. According to Scollon and Scollon (1995), it is defined as "ideas, communications, and behaviors of a group of people which gives to them a distinctive identity and recognizes their membership" (p.127). From an anthropological perspective, "culture may be defined as socially acquired knowledge: i.e. the knowledge that someone has by virtue of his being a member of a particular society" (Lyons, 1981, p.302). Byram (1989) wrote that culture is a social issue concerns with a description of a particular way of life within educational institutions and ordinary behavior.

It seems from the most literature reviewed above that Libyan students learning English as a foreign language were unwilling to participate in the in classroom when working on their communicative activities, endorsed by the principles of the CLT approach, that was intended to promote and develop speaking performance. They think that these activities are waste of time and a result they do not learn from them as discussed above. They assume that their teachers should explain everything and answer all the questions they might have had because they consider them as knowledgeable and the sole source of the target language. Students assume their role is to sit on their chairs calmly, listen to teachers attentively, and take notes when necessary. They believe its rude to interrupt their teachers or even ask them

during classroom presentation They rather review and memorize what they have already studied preparing for the mid-term and final examination.

I think the way they have been socialized within the family, schools, and society have a significant influences on the way they respond to the new curriculum that requires them to negotiate meaning with each other and the teacher. Abu khattala (2014) alluded to the circumstances and socialization period that affected those Libyan students and made them unwilling to entirely accept the new role of CLT approach that entails effectively taking part in classroom communicative activities, but rather prefer their old role endorsed by the traditional methods of language teaching discussed above. Thus, it is so important if not necessary to review the literature pertaining the cultural socialization.

Before I go any further to examine cultural differences and discontinuities within the ESL context, I should first illustrate how children are acculturated, that is, what they learn at home before entering school and what they bring with them to the classroom.

### **SOCIALIZATION PERIOD WITHIN EFL CONTEXT**

Socialization period has concerned many researchers (Johnson, 1995; Heath, 1989, 1992; Scollon & Scollon, 1995). These researchers have given much attention to how students learn the structures of their first language and the ways they use language to satisfy their needs. students learn not only their mother tongue, that is, its sounds, words, and order, but also how to use their language to get what they want, to protect themselves, to express their worries, and finally to ask questions about the world. Heath (1992) illustrated how learning a language is very much linked to learning a culture: “The learning of language takes place within the political, economic, religious, and aesthetic web of relationships of each community whose members see themselves as belonging to a particular culture” (p.104).

Within the process of socialization, students learn and develop patterns for relating to old and young people of higher and lower status, they also learn how to be boys or girls as well. Beyond these cultural habits, students also learn how to dress, eat, and play with others. Additionally, they learn how to make decisions, define and respect what is good and beautiful, and avoid or abandon what is bad,



ugly or worthless. Thus, such learning enables students to behave appropriately within their own culture, community and family.

Of significance is that such learning is initially provided by primary social groups that include sibling caregivers, family members and other intimate friends who interact face to face with the children. As the latter become more mobile, mothers and other caregivers begin to talk to them directly, giving commands and interpreting their early vocalizations as bearing intention and carrying meaning. Many studies and theories have noted that language input for infants comes primarily from mothers engaged in caregiving routines (Heath, 1989). Moreover, caregivers encourage small children to watch, listen as others interact in their daily surroundings, and talk about what they see: "Primary emphasis in the early years of childhood lies in performing first non-verbally and then through conversational postures and language" (Heath, 1989, p.338).

When children get older, they begin interacting with secondary social groups whose members work in institutions, daycare and kindergartens facilities, religious institutions, boycotts, neighborhood libraries, and recreational programs. These individuals provide young generation with opportunities to interact in their mother tongue. They have learned when, how, and what to talk to old people, paying more attentiveness, respect, and appreciation.

It is worthy to note that learning a foreign language within one's own native culture where the language is used for educational, governmental, and business purposes. For example, Libyan students learn English in Libya. In this context of language learning, learners do not involve taking on a new culture (Brown, 1986). Thus, native students learning English in Libya will not be faced with a cultural conflict; rather, they will be more faced with a cognitive or educational conflict due to the acquisition of the new modes of subject matter within English language being learned.

Scollon and Scollon (1995) conducted research revealing that kinship relationships among parents and their children are hierarchical and collectivist, and is attributable to most of the people living in Arabic and Asian countries whether they live in a mainstream society or in their homeland. Such relationships are characterized by the fact that people are connected to each other by having descended from ancestors. Thus, ascending generations come before descending

generations and are superior to them. people in these societies learn first to respect their parents, family members, intimate friends who are older than them. Showing respect to those people is appreciable and acceptable within these particular cultures. People are acculturated to never interrupt adults who are engaged in a conversation. They keep silence and respect this communicative style of their culture. They show obedience to ascending generations and guide those who come later. people who do not properly assume such roles are considered bad, stubborn, or unwilling to listen (Heath, 1989). However, if the hierarchical relationship is not based on a kinship relationship, then it seems to be based on age, experience, education, political and social status within a culture. I think the socialization process the Libyan students had experienced before entering schools has influenced them on how to talk and act with one another and a teacher in both basic and secondary schools. As discussed earlier, students regarded the communicative activities, that were designed to promote speaking performance, as boring and waste of time, so that did not talk with each other and a teacher during communicative task performance but rather they remained silent and took some notes instead. The reason behind that is that they were socialized to respect their teachers and listen attentively to them and do not or even interrupt them during classroom presentation because they consider this behavior as bad and rude and it contradicts with their culturally acquired ways of talking and acting with old people including their teachers, which hamper them from actual interactions and exchanging views with each other and their teachers as well.

To conclude, teachers should not should not ignore the old traditional language teaching method ever and accept the new communicative approach instead but rather they have to mix in their teaching performance both methods, for example, grammar might be taught implicitly rather than explicitly in order to avoid memorization of rules and drills. Teachers can also adopt the IRE technique that entails teachers to initiate a topic and let students talk about it freely without any coercion or compulsion then the teacher monitor the discussion and provide his/her evaluation as an attempt to involve students in real conversation with each other and the teacher. Teachers could also provide opportunities to their students to use English in a meaningful way, for example, teaches might ask them to talk about

their favorite movies in an attempt to use language in different purposes. Such an attempt can promote students' interactions in the classroom. As a result, they can discuss, argue and exchange information with one another and the teacher. Teachers can also convince their students that the communicative activities are beneficial and help them to engage in a meaningful conversation. Finally, teachers should perceive students' beliefs and assumptions toward the new curriculum and try to ease their difficulties and problems they might have encounter during classroom discussion.

### **ESL CONTEXT**

English as a second language takes place in an English-speaking environment. In an ESL context, learners are exposed to English and become members of the target language (TL) group and, therefore, make contact with native speakers (Ellis, 1994). Consequently, learners have more opportunities to practice and test their language. They can watch TV, listen to the radio, and read authentic materials such as newspapers and magazines in English language. The methodology used in an ESL context is based on a student-centered communicative curriculum, in that the learner's role is to communicate and interact with not only the teacher but also with other learners and authentic materials in the classroom. The teacher's role is to act as a facilitator of the learning situation (Breen & Candlin, 1980). ESL teachers have opportunities to develop classroom methodology to suit the various needs of their students because the "ESL context is designed to develop the communicative competence with little or no curriculum demands and pressure of examination" (Ellis, 1996, p215). Furthermore, ESL seems to be more integrative in that its major role is to help learners interact with the TL culture and society so that students work in pairs or in small groups on their language materials exchanging information and views, posing questions, drawing conclusions. They rather use language for communicative purposes. They are, in fact, active participants not passive receivers of knowledge.

In this context, students learn a second language within the culture of a second language, for example, Libyan students learning English in the United States, UK, or Canada. This is the most common experience for a person learning a second language in a second culture

where second language situation involves different degrees of acculturation (Brown, 1986). In this context, learners experience the most deepest form of acculturation. They must strive within this strange culture during their learning of the target language because acquiring a second language means acquiring a second culture as well. Therefore, during the learning process, “learners do more than change the way they communicate. They undertake a major reorientation that affects every aspect of their lives” (Hernandez, 1997, p. 55). Furthermore, “a person’s world view, self-identity, his/her systems of thinking, acting, feeling, and communicating are disrupted by a change from one culture to another” (Brown, 1986, p.34).

### **SOCIALIZATION PERIOD WITH ESL CONTEXT**

Scollon and Scollon (1995) argued that the kinship relationship among the people of English-speaking environment is “individualism” and “egalitarian.” This type of relationships is more prevailing in the western countries such as the US, UK, and Canada. Unlike the hierarchical relationships type discussed in EFL context, the individualism and egalitarian relationships emphasize that ascendants are superior to descendants, egalitarian relationships allow more freedom and equality among members of the culture. Individuals act on behalf of themselves under the assumption that there are no inequalities among individuals. Accordingly, women in North-America who are independent and free likely tend to encourage their children to freely express themselves, ask questions, talk and argue with others without necessarily considering the kinship relationship, or even the age, gender, educational, social, and political status of the people with whom they are interacting, whereas women who belonging to hierarchical relationships are most likely dependent. Therefore, their primarily interaction with their children is influenced by such relationships.

According to the commentators above, before entering school, second language learners are members of their own cultures that differ from those of second language contexts. However, when they begin school, they are put in a different environment and must use a language that is different from that used during their early socialization stage discussed earlier the socialization section in the EFL context. Schools teach not only the target language but also

knowledge, skills, and developmental perspectives from the mainstream language. However, students enter school bringing with them their beliefs, expectations, and all other interpersonal discourses they already acquired during the early socialization stage at home, which in many cases; do not coincide with the norms and conventions of the second language classroom context. Therefore, the sharing and negotiating of potential meanings in a new language implies the use and refinement of these perceptions and concepts. Furthermore, learning the conventions governing social interactions within a new group involves the use of social roles and identities expected by the members of the group. Thus, learning to communicate is a socialization process in and of itself (Breen & Candlin, 1980).

Abbott (2006) explored the differences between Arabic and Mandarin students' ESL reading while performing the Canadian Language Benchmarks Assessment (CLBA) Test. She found that Arabic students interacted with the textual information and began using some reading techniques endorsed by the communicative teaching approach; such as, skimming for the gist, connecting or relating textual information to each other, summarizing a text, monitoring and repairing comprehension, and drawing a conclusion, whereas Chinese students relied on linguistic clues, breaking lexical items into smaller items, scanning for details, identifying synonyms or phrasal expressions, looking up the new words.

Arabic students relied on top-down strategies which support them to identify the general ideas, connect sentences and paragraphs to each other, construct meaning, make inferences, and connect text information to their background knowledge in order to understand the text. In contrast, Chinese student are characterized by their use of bottom-up techniques which help them focus on words, details, and sentence structure. The data suggests that there was a difference between Arabic and Mandarin students' reading performance while administering the language test. The author argued that Chinese students were influenced by their old traditional foreign language teaching methodology, which utilized their focus on word level, details, and sentence structure. However, the Arab students probably passed a successful acculturation or rather assimilated into the mainstream English-speaking context, becoming effective reader in a second language classroom.

Hernandez (1997) reported the experiences of immigrant students in some American schools in which the instruction was in English. Such experiences are not fully understood by many educators. In this section, immigrant students' voices and their own words are used to help teachers to better understand the private or personal context of these experiences.

It is important to my family that I do well. We want our life in this new country to be a good one. I work very hard at school. My father makes me study even when I have no homework. He tells me this is how I can have a better life. America is a wonderful place to have free schools. Sometimes I cry because I am so tired of studying, but I know it is the way (p.91, 10th grade Vietnamese boy, immigrated at age 14).

9th grade Mexican girl, immigrated at age 13 said:

I just sat in my classes and did not understand anything. Sometimes I would try to look like I knew what was going on, sometimes I would just try to think about a happy time when I did not feel stupid. My teachers never called on me or talked to me. I think they either forgot I was there or else wish I was not. I waited and waited, thinking someday I will know English (p.62).

Students' voices uncover that they experienced difficulty in adjusting and adapting to the new culture. Everyone of them had a story to tell. As mentioned earlier, those learners were socialized by their family, community, and educational institutions in an absolutely different way from those of the American mainstream students. Accordingly, students' ways of acting, speaking, communicative styles, beliefs, and expectations, as well as their perceptions were different from those of their American colleagues. In fact, they have experienced the acculturation process in order to adapt to the new cultural environment. The major problem here is that many teachers and other educators were not aware of the acculturation process and its negative effects on students.

## ACCULTURATION

The acculturation process is fundamentally more linked to the ESL context (Brown, 1986; Ellis, 1994; Hernandez, 1997; Scollon and Scollon, 1995). Brown (1986) suggested four stages of acculturation as follows:

- A. The first stage of acculturation is termed “excitement period” in that learners enjoy the new culture because everything is new and there is a sense of adventure. However, this excitement period passes rapidly and then learners begin to experience a culture shock.
- B. In the cultural shock, Learners’ behaviors and communication strategies fail to work in the new culture, thus their learning becomes incomprehensible. This stage is associated with “feelings in the learner of estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness, and even physical illness. The person undergoing cultural shock views his new world out of resentment, and alternates between being angry at others for not understanding him and being filled with self-pity” (Brown, 1986, p.35). The author added that encounters with the people of a second culture are intense, as tremendous effort is required to sustain communication with the second language speakers.
- C. The cultural shock is followed by a period in which the learner is able to begin to function within the culture. Learners acquire adequate skills enable them to satisfy their basic functional needs. However, this stage is considered stressful because some problems of acculturation are solved while other problems in adapting to a new culture persist and remain unsolved for some time. “The learner faces what has been termed a cultural “critical period” a point at which the individual must synchronize linguistic and cultural development” (Brown, 1986, p.42). When synchronization process occurs, learners can achieve both mastery and fluency in the target language. It is very important to note that adult learners who strive to adapt a new culture without developing their language skills are likely to never achieve the mastery.

- D. The fourth stage represents the full recovery, assimilation, or adaptation in that learners accept the new culture and have self-confidence for becoming members of that culture.

Finally, these difficulties experienced by ESL learners can influence learners themselves, complicate their second language learning, and hamper them from successfully participating or even learning in class. Those problems are attributed to cross-cultural differences and discontinuities between home language uses and those of the ESL context at school. Those problems lead to misunderstanding between students and teachers. Teachers must look closely at their assumptions and expectations about their personal and students' communicative behaviors. Teachers must not attribute these problems to students' deficiencies and shyness but rather to intercultural discourses that have a strong impact on their performance. Thus, teachers should adopt, adjust, and expand the patterns of communication in order to maximize their students' opportunities to successfully participate in the classroom.

## CONCLUSION

The study was proposed to investigate the place of English as a foreign language in Libya and English as a second language where students learn English in an English-speaking educational and natural context; e.g. USA, UK, or Canada. The new communicative curriculum endorsed by the communicative language approach was introduced into the educational system in Libyan as a revolutionary demand against the traditional English language methods that have been used for a long time in the Libyan basic and secondary schools. The new curriculum was implemented without taking into account both students and teachers beliefs, assumptions, and expectations towards to the foreign language teaching and learning. Many students were unwilling to accept the principles of the new innovation and leave the old traditional methods behind in which they were familiar with. Teachers also were doubtful of the effectiveness of the new approach and how culturally it is beneficial and suitable for the Libyan educational context. Then the English as a second language context was discussed. The definition of the word culture was provided together with the socialization period that influences students



on how to participate in each context was presented as well. The study has some pedagogical implications for teachers as follows:

### **PEDAGOGICAL IMPLICATIONS**

- The communicative language teaching is still regarded as a new innovation of language learning curriculum for both basic and secondary schools so that teachers should raise students' awareness toward this new curriculum in order to adapt their beliefs and assumptions toward the principles of communicative language activities in order to effectively take part in classroom discussions.
- As the students are more familiar with the old traditional methods of language learning, students might integrate some issues from the traditional methods with the new principles of the communicative approach; for example, teaching grammar implicitly instead of explicitly in order to avoid repetition and memorization of rules.
- EFL teachers should also understand that this approach is well designed to promote students' speaking skills through exchanging views and textual information with each other and their teachers.
- Teachers' selecting interesting classroom activities like game play and filling gaps can make language learning more excited and enjoyable for students
- Asking students to freely talk about their daily personal experiences like watching TV or movies that can help them engage in real conversation with their teachers and abandon their old role of the traditional methods, which entails being silent and passive receivers of knowledge.
- It is advisable that teachers should understand that the students were culturally influenced by their own home socialization process when they were children in which they culturally learnt to attentively listen to older ones inside and outside school and remain silent paying much respect and appreciation to what they were saying. Thus teachers might help students adjust their behaviors in order to be able to exchange their views and concerns with each other and their teachers as well.
- For second language students learning English in English-speaking educational and natural contexts, the teachers should be

aware of the norms and conventions that governed students' communications of their own native countries compared to those of the mainstream societies because students' culturally acquired ways of talking and acting at home during the early socialization stage are completely different from those that are used in English-speaking contexts.

- When students are reluctant to effectively participate in second language classroom discussion this should be attributed to shyness and deficiencies but rather to socialization process among their own family, society, prior educational institutions at home before being individuals of the second language institutions.
- English-speaking teachers should adapt, change, or modify their roles to suit their students' assumptions, beliefs and expectations till the students can gradually be familiar with the second language classroom norms and conventions.

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