What constitutes EFL teacher education: a case study

Dr. Fatma Abusrewel

ملخص البحث

يحوز إعداد المعلمين على الاهتمام الرئيسي للمهتمين بالتعليم ، تطويره واصلاحه ، لذلك سبل تعليم التدريس مرتبط بإعداد وتدريب المدرس والجدل لا يزال قائما ومركزا حول كيفية اعداد المدرس لمواجهة المتطلبات المتزايدة لمقابلة التحديات المهنية للتدريس بكل تعقيداتها .

هذه الورقة تمثل دراسة حالة تتعلق بالخبرات الاولية للمعلمين حديثو التخرج والذين يدرسون اللغة الانجليزية في ليبيا ما بعد الثورة. وقد اظهرت النتائج تداخل عناصر مؤثرة على إعداد وتكوين خبرات المعلمين في مراحل تعليمهم. ولعل أحد أسباب ذلك يكمن في برامج إعدادهم والتي لا تفي بالغرض المستهدف لتحقيق الغاية من تخريج معلم كفؤ يقوم بعمله خير قيام . الكراهية والفوضى المنبثقة كنتيجة لذلك الصراع الدموي فاقمت ظهور خلافات اجتماعية وثقافية.

Abstract

Teacher education represents a major concern to those interested in education, its development and reformation. Issue of learning to teach is connected with initial teacher education and initial teacher training. There is a debate about how teachers are prepared for meeting the increasing demands and actual challenges of the teaching profession with all its complexities.

This paper presents a qualitative case study about the early experiences of 11 newly graduated teachers (NGTs) of English in post-conflict Libya. The findings revealed that there were some significant factors overlapped in formulating the teachers' experiences of their teacher education. One of the greatest factors was that their teacher education programmes did not qualify them to meet the demands of teaching in terms of equipping them with various teacher knowledge. The antagonism emerged as a result of

that bloody traumatic conflict exacerbates other social and cultural perspectives.

Introduction

The paper analyzes the experiences, perceptions and views of a group of newly graduated teachers of English (EFL) in four schools representing basic and secondary education in post−conflict Tripoli, Libya. Basic education extends from class one to class nine involving students aged from 6−15 years of mixed gender in three schools. The second group was a secondary school for girls only and their ages ranged from 15−19 years. English is studied as a compulsory subject for 3 hours per week in the selected schools. The 11 NGTs were all Libyan females of ages ranged from 24−30 and graduated from different institutions such as Faculty of Arts (5 teachers), Faculty of Education (1 teacher), an institution for teacher training (5). Only the last two institutions qualify teachers to teach English in the basic and secondary education. They all studied in the state−run schools and taught in them respectively. The focus was to gain a deep insight into those teachers' experiences, perceptions and the contextual factors that shaped them. This would reveal the reasons standing behind their construction in that context.

Review of literature

The issues of teacher knowledge are central to the content of teacher education programmes. For instance, Shulman (1987, p. 8) classifies a knowledge base as content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics and knowledge of educational contexts. Shulman (1986) argued that gaining this knowledge is essential for effective teaching and that

EFL teachers' knowledge and effectiveness are affected by their proficiency in the second or (foreign) language and teacher's degree of awareness of the formal properties of the language. In practice, teachers draw upon many types of knowledge when making decisions in instructional planning relating to the materials to be covered or student management. Therefore, it is important to consider how the different components of teachers' knowledge are related to what they actually do in class. Teachers need to have some kinds of knowledge of teaching in addition to general knowledge, which makes them distinctive from those who are not actual teachers.

Practical Knowledge

Learning to teach involves the development of interactive skills which enable teachers to resolve specific teaching incidents, create their working theories of teaching in the process (Freeman & Richards, 1996). For instance, Carter visualizes practical knowledge as " the knowledge teachers have of classroom situations and the practical dilemmas they face in carrying out purposeful action in these settings" (1990, p. 299).

PK is generated by teachers themselves as a result of their experiences and their reflections on these experiences (Fenstermacher, 1994 ; Elbaz,1983). It usually guides them in their practices (Carter, 1990). PK refers to "the knowledge and insights that underlie teachers' actions in practice" (Verloop et al., 2001). It also includes "reasons underlying teaching, considerations, arguments, personal motives, and zeal" (Zanting et al., 2001, p. 726). As Mangubhai et al. note, that "what teachers do in classrooms is largely shaped by this practical knowledge, a premise that is well established and widely accepted" (2004, p. 293).

Furthermore, Meijer et al., view teachers' PK as "personal, related to context and content, often tacit, and based on (re-flection on) experience" (1999, p. 60). Similarly, Golombek (1998, p. 459) identifies other characteristics of this knowledge as it informs practice, guides teachers' sense-making processes, filters experiences so that teachers reconstruct them. In this way, EFL teachers' personal PK shapes and is shaped by their understandings of teaching and learning that are constructed during their life. Some of this may be built prior to commencing teaching or involvement in teacher education programme or training as Meijer et al. (1999) stated above. Therefore, teachers have to learn and develop this knowledge formally and informally; that is, during their teaching education courses and through their practice of teaching. EFL teacher education programmes are supposed to equip teachers with sufficient information to support their knowledge about the language and its teaching. This could be achieved through involving student-teachers in what is locally known as *Teaching Practice (TP)* (when they get opportunities to put into practice what they have learned theoretically at various institutions for many years, and to observe and evaluate others' teaching and get feedback from experienced teachers and colleagues.

Pedagogical Content Knowledge

The term PCK was first introduced into the discourse of teacher education by Lee Shulman. According to Shulman (1987), PCK represents the knowledge base for teaching which "lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful", and adaptive to students' situations (1987, p. 15). PCK "represents the blending of content

and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners and presented for instruction". "Pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue" (1987, p. 8). PCK allows for the meaningful blending of content and pedagogy for teaching as teaching represents the transformation of content into pedagogical forms comprehensible to students of different levels and sometimes of different abilities. Shulman (1986, p. 9) argues that PCK "goes beyond knowledge of subject matter per-se to the dimension of subject matter knowledge for teaching" which teachers usually develop through actual teaching and experience accumulated over time. Shulman adds that teachers need to find the most useful forms of representation of the subject area's ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations. He thinks that a teacher must have what he calls "a veritable armamentarium of alternative forms of representation" that come from research or a matter of "wisdom of practice"(1986, p. 9).

Shulman also demonstrates that teacher's PCK represents interpretations and transformations of subject-matter knowledge in context in order to facilitate student learning. He identifies several key elements of PCK such as knowledge of representations of subject matter (content knowledge),understanding of students' conceptions of the subject and the learning and teaching implications that were associated with the specific subject matter and general pedagogical knowledge (or teaching strategies) (1987, p. 15-16).

Likewise, Vonk classifies PCK as a sub-dimension of the PK teachers are required to have (1995). It represents "the distinctive kind of knowledge which teachers need to transform content knowledge to make it interesting and comprehensible to those they are teaching" (Brown & McIntyre, 1993, p. 7). Having such knowledge "implies that teachers transform their knowledge of the subject matter into a form which makes it amenable to teaching and learning" (Borg, 2006a, p. 19).

Furthermore, the actual amount of PCK differentiates between experienced and beginner teachers at various levels (Gudmundsdottir & Shulman, 1987). Beginner teachers tend to develop this knowledge gradually as long as they get opportunities to be integrated into their classes, schools and with their colleagues and administrators in their first years and get appropriate training.

Subject Matter Knowledge (Content Knowledge) SK

Equipping teachers with sufficient subject matter knowledge (SK) is considered as an essential component of teacher knowledge. For instance, Elbaz (1981) argues that SK and curriculum knowledge are fundamental aspects of teachers' knowledge. Furthermore, Shulman (1987) adds that SK represents understanding of the subject matter, its structures being organized by teachers in a different way from that of subject matter specialists. Likewise, Beijaard et al. (2000) view knowledge of subject matter as representation of the theoretical information about the subject, and one of the parts of a teacher's professional knowledge base. SK has three components: substantive knowledge, syntactic knowledge, and beliefs about teaching and learning. Substantive knowledge covers the discipline: the facts, ideas, and theories of a subject (Shulman, 1986) that facilitate elaboration, explanation and make it

accessible to their students regardless of differences in context and subjects. Turner-Bisset (2001) illustrates that syntactic knowledge represents the means by which new knowledge is presented to students. Teachers' beliefs about the subject influence their choice and the way they apply it because they have their own assumptions which they bring to their classroom practices where such " knowledge and beliefs function as filters for interpreting new experiences, or selection from new information" (Verloop et al., 2001, p. 454).

This knowledge can be developed through formal and informal learning by student-teachers during courses of study in various institutions. In the case of EFL teachers, Norrish (1997) emphasizes that they need to be linguistically aware of the fundamentals of knowledge about language and aspects of language use. Mastery of this knowledge enables teachers to teach the content of the curriculum at certain levels and be aware of the content of the next level (Hegarty, 2000). If EFL teachers lack it, they will find themselves in an endless dilemma that might lead them to quit teaching.

There has been much debate about what constitutes content knowledge for second language teacher. For instance, Borg (2006b) found that the content of language teaching is more complex and varied than that of other subjects. Teachers are required to understand the subject matter thoroughly themselves first and then find means of transferring what they have learned to their students at different levels. In addition, the SK of second language is hard to limit and define since everything is considered new to the students and the teacher's role is to facilitate transferring the huge amount of knowledge to their students. If the teacher

himself or herself has not been equipped with the knowledge of that particular subject, he or she will be in a difficult situation in front of his or her students. As Shulman argues;

> To teach is first to understand.
> We ask that the teacher
> comprehends critically a set of
> ideas to be taught. We expect
> teachers to understand what they
> teach and, when possible, to
> understand it in several ways.
> They should understand how a
> given idea relates to other ideas
> within the same subject area and
> to ideas in other subjects as well
> (1987, p. 14).

Shulman places 'comprehension' at the centre before starting teaching (ibid, p. 15).   Based on this view, teachers should not only know the SK, but should also have the ability to understand it from the perspective of their students and in different contexts. Therefore, teachers need to be equipped with practical as well as theoretical knowledge. In reference to what Shulman and other researchers have stated, FEL teachers are supposed to be taught intensive materials about content knowledge and its subsequent knowledge; PCK during their teacher education programmes as a means to qualify them for teaching. Thus, Day (1993) claims that CK includes knowledge of SK that is represented in what EFL or ESL teachers teach, e.g. literary aspects of English language courses that include syntax, semantics, phonology and pragmatics. For instance, knowledge of language can be "conceptualized as

content knowledge" (Johnston & Goettsch, 2000, p. 440) that EFL teachers are required to gain through traditional instruction. Likewise, EFL teachers need intensive awareness or what Andrews (2001) calls "language awareness" to refer to knowledge about language (SK) and of language (language proficiency). He argues that having language awareness involves a dimension of reflections upon knowledge of the SK and knowledge of language proficiency, which usually provides a basis for the tasks of planning and teaching. SK is of unlimited scope for EFL teachers.

In another domain, Troudi argues that teachers need to be aware of "not only the technical knowledge of language and the various discourses of the related fields, but the cultural and socio-political issues that come with teaching English" (2005, p. 119). He expands the knowledge to include the ever-changing role of English and its increasing effect in almost all fields of life. This can be a part of EFL teacher education (ibid).

Pedagogical (Practical) Knowledge (PK)

Teachers have to know the mechanism of transferring or reframing and practising the knowledge they have gained during their teacher education study or earlier to their study. Balanced PK is a crucial component of the knowledge of various " teaching strategies, beliefs and practices, regardless of the focus of the subject matter (how we teach); e.g., classroom management, motivation, decision making" (Day, 1993, p. 3-4). Furthermore, Borg (2003, p. 81) argues that teachers' PK is included in a general framework of teacher cognition, explained as "what teachers know, believe, and think". It forms the goals, procedures and strategies that teachers employ in the classroom (Mullock, 2006). PK differs from CK since the first involves communication between

teachers and their students, whereas the second covers absorption of SK over a considerable period of time. Such knowledge is constructed as a result of formal learning (schooling) and by experience in using it. It can be absorbed when there is direct contact with the language (a form of informal learning−that is socially situated) (Lave & Wenger, 1991). Lave and Wenger point out that all learning in community is situated and comes as a result of practicing in the activities of that professional communities.

Researchers have found that teachers' PCK represents "specific conceptions and learning difficulties with respect to this particular content domain and representation and teaching strategies" (Verloop et al., 2001, p. 449). What can be noticed in EFL or ESL teacher education programmes is intensive concentration on SK or CK that includes elements related to the language itself (Day, 1993), but it "fails to provide novices with adequate procedural knowledge of classrooms, adequate knowledge of pupils or the extended practice needed to acquire that knowledge or realistic view of teaching in its full classroom or school context" (Kagan, 1992, p. 162).

EFL teachers develop this knowledge over time; as students and when they are involved in teaching (Golombek, 1998) and (Verloop et al., 2001). Courses for teacher education programmes may contain subjects related to pedagogy and education. However, personal interest in teaching and training seems to play a vital role in developing and expanding this knowledge over time (Borg, 2003; Calderhead, 1987).

Knowledge of Self

Although knowledge of self is an important category, Shulman (1986) unlike Elbaz (1983) did not include it in his classification of

knowledge. Kagan (1992, p. 147), however, emphasized the central role of this knowledge stating that "indeed without a strong image of self as a teacher, a novice may be doomed to flounder". Hence teachers begin to use their growing knowledge to modify, adapt, and reconstruct their views of themselves as teachers. Moreover, Turner-Bisset (2001) believes that knowledge of self combines personal with professional knowledge because it affects teachers' teaching practices as they often need to reflect on their 'knowledge of self'. It is important to add the sense of identity. Turner-Bisset adds that "teaching is a profession in which the self is a crucial element, which demands a heavy investment of the self and in which the self in evaluation and reflection plays an important part" (2001, p. 16). Furthermore, Richards (1996) highlights that knowledge of self relates to the teacher's personal and subjective philosophy of teaching and the teacher's view of what comprises good teaching.

Black & Halliwell, moreover, argue that "self-knowledge grows out of personal experience and can affect, even transform on going experience" (2000, p. 104). It assists teachers in looking for other possibilities and widens their imaginative capabilities to tackle problematic situations never encountered before (ibid). In addition, courses of psychology, education and involvement in initial teacher training (ITE), and TP before starting actual teaching enhance self-awareness (Atay, 2007).

Teachers' Knowledge of Learners

Shulman (1987) and Turner-Bisset (1999) referred to this knowledge, recommending that teachers need to have some social and cognitive knowledge of their learners. This social knowledge includes knowing their age characteristics, their behaviour in the

classroom and school, their interests, their social nature and any factors that might affect their achievement or failure, and the teacher–student relationship. Alternatively, cognitive knowledge of learners consists of two elements: teachers' knowledge of child development which informs their practice and their knowledge of a particular group of learners in a particular context and what they might know or understand. This entails knowledge about their individual needs which is essential for effective learning. Teachers often develop this knowledge from courses in psychology, educational psychology and other subjects that contribute to raising students' awareness of any social issues in relation to the learners. They also improve this knowledge through direct contact with learners through training (TP) before commencing actual teaching and then they redevelop or amend it through engaging in formal teaching. According to Shulman, (1987 ; 1986) and Turner–Bisset, (1999), teachers modify their instructions to cater for the various abilities of their students. This knowledge reflects the tactics teachers use with these students. Furthermore, it assists teachers to make sense of, and to assess, events in the classroom and the on–going stage of the lessons (Mayer & Marland, 1997).

Many EFL teachers might be familiar with the context: students' levels, interests and other factors that might interfere with and affect their studies and achievement. They build this awareness from being students and members of the same society, speaking the same language and sharing almost the same culture, values and context.

Teachers' Knowledge of the Curriculum

Knowledge of the curriculum enables teachers to adapt those tools for teaching. Shulman (1986) elaborated that curricular knowledge is,

> represented by the full range of programs designed for the teaching of particular subjects and topics at, a given level, the variety of instructional materials available in relation to those programs, and the set of characteristics that serve as both the indications and contraindications for the use of particular curriculum or program materials in particular circumstances (1986, p.10).

In addition, Shulman classified two dimensions of curricular knowledge as: "lateral" and "vertical" curriculum knowledge. The lateral knowledge relates to knowledge of the curriculum issues discussed in other subject areas while vertical knowledge includes "familiarity with the topics and issues that have been and will be taught in the same subject area during the preceding and later years in school, and the materials that embody them" (ibid). It includes the materials and resources used for teaching a particular subject, its structure and sequence of presenting different learning materials.

Turner-Bisset (1999) proposed that teachers should be able to evaluate curricular materials critically. She argued that it was insufficient for teachers to just use and rely on approved materials without judging their actual appropriateness for their purposes or to

their students' needs, interest and even culture sometimes. Awareness of curriculum knowledge familiarizes teachers with materials for teaching which are not necessarily available in assigned textbooks. They can manage themselves and find materials appropriate for particular students or contexts, for instance, differences in cultural concepts. In this case, this knowledge helps teachers select materials according to certain criteria that serve the aim(s) of a certain topic. For instance, Harmer (2007) identifies the criteria that teachers might take into consideration in selecting appropriate materials related to the curriculum: practical considerations, layout and design, activities, skills, language type, subject, content, and guidance. Involvement in teaching different curricula contributes to widening teacher's knowledge about curricula in general and in the choice of specific materials for certain levels, abilities and contexts. It enables teachers to create their own materials and benefit from sources other than textbooks assigned by the educational authority and without deviating from the proposed aims. Such awareness of the various curricula enables some teachers, particularly those who are experienced, to evaluate them and amend mistakes without the need of notifications from inspectors or the unit of curriculum planning.

EFL teacher education has long been focused on the subject matter of language teaching as the core and less on the socio-cultural processes of learning to teach (Freeman & Johnson, 1998) and (Johnson, 2000 ; cited by Yates & Muchisky, 2003). In another context, Lantolf particularly values developing language awareness in programmes for EFL teachers as the major component of knowledge. He suggests that they "need to reinvest in courses

designed to enhance the depth and breadth of explicit knowledge of the target language of their graduates" (2009, p. 270). Types of knowledge teachers should know, are areas that should be included as professional knowledge in the discipline. Issues related to the act of teaching should be conceptualized to assist in teachers' work in their classrooms without deemphasizing what teachers need to know about language and language acquisition (Yates & Muchisky, 2003).

In the Libyan context, EFL teachers in the basic and secondary education have access to textbooks assigned by the Ministry of Education. It is the responsibility of the teacher to use and benefit from any sources within the syllabi for each level as explored more fully later on. Hence, personal knowledge plays a vital role in the choice and exploitation of materials to enhance the ultimate goal of the teacher and the curriculum. In general EFL teachers in the context of this study do not play any roles in decision making about the curriculum at any stage in terms of designing, preparation and evaluation (Orafi, 2008). There is a special department of curricula concerned with design and preparation. This means teachers are unaware of the content of the curriculum, its objectives and the possibilities of improving it. As a result of this situation, Orafi's study revealed that Libyan teachers "interpreted and implemented the curriculum according to beliefs which were not in line with the recommendations of the curriculum" (2008, p. 200).

Knowledge of Educational Context

This knowledge includes knowledge of schools, classrooms and all settings where learning takes place (Shulman,1986 ; Rainbird et al., 2004), regardless of the particular social areas. It has a significant impact on teachers' performance, and the contextual

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factors that affect development and classroom performance (Turner-Bisset, 1999). The educational context usually affects teacher's work and causes him or her to adopt varying roles (Fradd & Lee, 1998) to cope with colleagues, head teachers, and inspectors.

Teachers might tend to build this knowledge during different stages: both while they are students and later on when they become teachers. Such knowledge goes through changes and modification since teachers move from one stage to another and change from one status to another; that is, a student first and then a teacher.

Teaching Practice Experiences (TP)

Teacher preparation programmes usually consist of initial theoretical-based courses followed by school-based student teaching practice (TP) which lasts for different durations. Thus, the school-based TP experience has been seen as one of the most critical and essential components for preparing future teachers (Farrell, 2001 ; Johnson, 1996a). It is considered as a continuation of teacher learning that student teachers began at their training institution (Crookes, 2003 ; Darling-Hammond, 2006 ; Intrator, 2006). It provides the initial chance to try out and to improve the skills needed for effective pre-service teachers' instructional practice (Johnson, 1996a) that indicates their development and learning needs rather than demonstrating learning as the outcome of their courses (Zeichner, 1996). TP can be defined as "a setting designed for the task of learning a practice. In a context which approximates a practice world, students learn by doing, although their doing usually falls short of real world work" (Schon,1987, p. 23 cited by Wilson & L'Anson, 2006, p. 354). It is "a short term

intensive opportunity for professional growth...In it, with institutional support and an extensive commitment of personal time and attention, teachers move forward in various aspects of their professional lives" (Crookes, 2003, p. 20). It aims at preparing and providing student-teachers with practical, authentic experiences in classrooms of various levels that would facilitate long term teacher development (Schon, 1987, p. 37 cited by Wilson & L'Anson, 2006, p. 354). It provides a situated learning through engagement in teaching which may turn to become full participation and involves the construction of identity (Lave & Wenger, 1991).

The TP stage is a highly valued component of the teacher education programme (Farrell, 2001 ; Crookes, 2003 ; Richards & Crookes, 1988; Ewart & Straw, 2005; Richards & Crookes 1988; Huling, 1998; Zeichner, 1996). It "provides teacher candidates with opportunities for inquiry, for trying and testing new ideas within collaborative relationships, and for talking about teaching and new ways" (Schulz, 2005, p. 148) and develop, learn and gain practical and professional knowledge. This stage can be underpinned by the concept of 'school based experiences' in which student-teachers will be provided with supervised experiences that support them while they begin to realize the full scope of the teacher's role (Tuli & File, 2009). To achieve effective training, a TP programme introduces the essential experiences; student-teachers have to be exposed to in their education regardless of the approach applied (Smith & Lev-Ari, 2005). It is a significant opportunity for student-teachers to acquire the practical skills and knowledge needed to be effective teachers (Richards, 1998). They may immerse themselves in the work situation, observe, absorb and ultimately imitate the teachers being observed, through "exposure to

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practices of experienced teachers" (Zeichner, 2006, p. 333) ; that is to interact, learn and develop in the workplace– situated learning (Lave & Wenger, 1991 ; Wenger, 1998). In this situation, there is an assumption that beginner teachers benefit from the expertise of the teachers being observed (Keogh et al., 2006).

Researchers such as Segall (2002) and Zeichner (1996) cited in (Schulz, 2005) have consistently acknowledged that TP is the most valuable aspect of a teacher education programme. It is regarded as a complementary component of the course that fosters professional development among aspiring teachers (Keogh et al., 2006). The TP provides opportunities for student–teachers to make a critical link between theory and practice that takes them from an "idealised conception of teaching to the hard realities" (Lo, 1996, p. 41). Moreover, Ewart & Straw (2005), Richards & Crookes (1988), Huling (1998) and Farrell (2001) highly evaluate the TP experiences and find them to be a supportive path to development, learning, gaining practical and professional knowledge– through involvement in the teaching profession. Student–teachers can experience first–hand not only curricula, students, administrators, but also about the skills that help them reframe knowledge, and create their own perspectives on teaching and learning to teach effectively. Therefore, Schulz calls for an educative TP that helps student–teachers to understand the full scope of a teacher's role and "develop the capacity to learn from future experiences and to accomplish the central purpose of teaching, helping all pupils to learn" (Schulz, 2005, p. 149).

TEFL Teacher and TP Experience

The TP experience plays a very crucial role in habituating and preparing a teacher for actual teaching in its real settings. However, very little is written about EFL teachers' perceptions of the TP experience and its value, how the teacher's conceptions are shaped about teaching and about how EFL teachers teach (Johnson, 1996a). Even the limited research available cannot be used to generalize the findings. It was carried out in one context, which is culturally specific and may not necessarily be transferable to other contexts such as Singapore (Farrell, 2008b), Thailand (Hays, 2008a) and Hong Kong (Richards & Pennington, 1998).

EFL teachers seem to find a gap between their conceptions of second language teaching and the TP experience (Johnson, 1996b). Johnson conducted a case study research and collected her data through interviews and additional notes collected through observations and post observation meetings. Furthermore, Johnson (1996b) noticed that student –teachers have a critical lack of knowledge about managing students when they begin their TP experiences. Johnson's findings corresponded with those of previous studies that have tackled such an issue (Kagan, 1992; Weinstein, 1989). Thus, Johnson has recommended teacher education programmes that "put forth a realistic view of teaching that recognizes the realities of classroom life and adequately prepares pre−service teachers to cope with those realities"(Johnson, 1996a, p, 47). According to this view, EFL teachers are supposed to be equipped with classroom management knowledge, knowledge about students' needs, interest, aptitudes, personalities and understanding of their own conceptions as teachers (ibid).

Teacher Education Path in Libya

Qualifying EL teachers in Libya goes through the regular stages of teaching English; that starts at class 5 to the higher education. Students usually spend 8 years learning general English that qualify them to start university study to those who have the interest.

TEFL Specialisation at University level

English as a specialization is taught at university in faculties of Arts, Languages, and Education for four years at the undergraduate level. Students holding secondary school certificates of English specialization have a priority in admission to study at these faculties. Although they study English for (8 semesters); almost 4 years, the study varies in terms of the subjects and the aims, many of them finish university study unable to communicate easily in English. The choice of three institutions is related to the sample of the current study which included teachers graduated from these institutions.

Faculty of Arts

In this faculty, students are taught four main aspects of the language: reading comprehension, grammar, writing and conversation for a total of 8 hours per week; that is, 2 hours for each in the first and second semesters. Other additional subjects include Arabic language, psychology, computer and history of civilization are taught in Arabic. Right from the third semester, the exposure to the language increases up to the eighth semester (see table 1). Therefore, this is very important for such students because they still have the opportunity to develop their linguistic abilities.

Semester 1	Semester 2	Semester 3	Semester 4
Reading	Reading	Reading	Reading

comprehension	comprehension	comprehension	comprehension
Grammar 1	Grammar 2	Grammar 3	Creative writing 2
Writing1	Writing 2	Creative writing 1	Grammar 4
conversation 1	conversation 2	Conversation 3	Conversation 4
General psychology*	Geography of Libya	Introduction to literature	Introduction to literature
History of civilization*	Islamic culture	Introduction to translation	Phonetics 2
Computer 1	Computer 2	Phonetics 1	Semantics
Arabic Language 1	Arabic language 2	linguistics	Varieties
			Translation of literary texts

Table (1-1) indicates the subjects studied during semesters (1, 2, 3, and 4) at Faculty of Arts

Semester 5	Semester 6	Semester 7	Semester 8
Reading comprehension	Reading comprehension	Reading comprehension	Reading comprehension
Academic writing 1	Academic writing 2	Varieties 3	Literary criticism
Grammatical structure 1	Grammatical structure 2	Grammatical structure 3	Grammatical structure 4
Varieties 1	Varieties 2	Translation of scientific texts	Varieties 4
Short story	poetry	Foreign language 1	Foreign language 2
Phonetics 3	Phonetics 4	play	novel
syntax	Research Methods	Writing an introduction 1	Writing an introduction 2
Translation of religious texts	Translation of legal texts	Contrastive analysis	

Table (1-2) indicates the subjects studied at Faculty of Arts (semesters 5, 6, 7, 8).

Faculty of Languages

Similarly students at Faculty of Languages study four main aspects of the language: reading comprehension, grammar, writing and conversation for a total of 16 hours per week; that is, 4 hours for each in the first four semesters. Other additional subjects include foreign language Arabic language and Islamic civilization.

Semester 1	Semester 2	Semester 3	Semester 4
Grammar 1	Grammar 2	Grammar 3	Grammar 4
Reading comprehension 1	Reading comprehension 2	Reading comprehension 3	Reading comprehension 4
Composition1	Composition 2	Composition 3	Composition 4
Conversation 1	Conversation 2	Conversation 3	Conversation 4
Arabic Language 1	Arabic Language 2	Arabic Language 3	Arabic language 4
Foreign language 1	Foreign language 2	Foreign language 3	Foreign language 4
Islamic culture	Islamic culture		

Table (2-1) Courses at Faculty of Languages Likewise, from the fourth semester, the exposure to the language increases up to the eighth semester (see table 2.1). Therefore, students still have the opportunity to improve their language.

Semester 5	Semester 6	Semester 7	Semester 8
Grammatical structures	Grammatical structures	poetry	Literary criticism
Creative writing	Creative writing	Translation	Phonetics
Varieties	Varieties	Phonetics	Contrastive analysis
Oral practice	Oral practice	Applied	Applied

		linguistics	linguistics
Introduction to literature	Novel	Novel	Phone tics
Novel	Translation	Translation	
Translation	Phonetics	Applied linguistics	
Phonetics	Applied linguistics	Theoretical linguistics	
Applied linguistics			

Table (2-2) **Courses at Faculty of Languages**

Graduates of Languages and Arts are supposed to participate in further studies and research or work in other fields excluding teaching. They are not qualified to be teachers. Moreover, curricula at the departments of English do not include teaching subjects of relevance to pedagogical knowledge that would qualify them to teach effectively. Although they study applied linguistics and contrastive analysis within which they have ideas about teaching methodology yet they do not have other subjects related to teaching or have teaching practice in their study programme. However, many of these graduates, especially females are involved in teaching sometimes reluctantly, and under certain social constraints that oblige them to accept teaching as a job, such is the situation of some teachers in the sample of this study. Therefore, some graduates involved in teaching encounter serious difficulties in teaching as the study will show.

Faculty of Education

Courses of study at this institution last four years, but the subjects and their contents differ from their equivalent at Faculties of Arts and Languages. Students are taught the language alongside certain pedagogic subjects. The objectives of this are to prepare student teachers to be qualified teachers of English at the basic and secondary schools in Libya. However, many graduates of this faculty do not become teachers preferring to get jobs outside the education sector especially males. Table (3.1 and 3.2) below illustrates the subjects studied at this institute.

Differently, Libyan students at Faculty of Education have teaching practice as part of their teacher education programme which refers to the time spent by students on practical teacher training while they are still students at the institution. It "provides the primary opportunity for pre-service teachers to learn about, and in, the workplace, including testing ideas about their emerging teacher identity" (Pridham et al., 2013, p. 51). It enables them to "understand the full scope of a teacher's role, to develop the capacity to learn from future experiences, and to accomplish the central purpose of teaching, helping all pupils to learn" (Schulz, 2005, p.148-149).

Table (3-1) Courses at Faculty of Education (semesters1-4)

Semester 1	Semester 2	Semester 3	Semester 4
Arabic language 1*	Arabic language 2*	Arabic language 3*	Arabic language 4*
Islamic studies 1*	Islamic studies 2*	Bases of curricula*	Evolutionary psychology*
General Psychology*	Educational psychology*	Principles of Statistics	Computer 2
Foundations of Education*	General methodology *	Computer 1*	Theoretical linguistics 1
Listening and	Listening and	Listening and	Listening and

Speaking 1	Speaking 2	Speaking 3	Speaking 4
Grammar 1	Grammar 2	Grammar 3	Grammar 4
Writing 1	Writing 2	Writing 3	Creative Writing 4
Reading Comprehension 1	Reading Comprehension2	Reading Comprehension 3	Reading Comprehension 4
Developing Vocabulary 1	Developing Vocabulary 2	Phonetics 1	Phonetics 2

Table (3-2) Courses at Faculty of Education (semesters 5-8)

Semester 5	Semester 6	Semester 7	Semester 8
Assessment and measurement*	Research Methods (general)*	Psychological ealth*	Teaching practice
Teaching Aids*	Research Methods (special)	Applied Linguistics	Graduation project
Theoretical linguistics 2	Grammatical structures 2	Varieties	
Conversation for academic purposes	Introduction to international Literature	Presentation skills	
Grammatical structures1	Instructional strategies 1	Instructional strategies 2	
Academic Writing	Translation 1	Optional subject	
Teaching Methodology	Optional subject		
Introduction to English Literature			

Subjects Taught in English * Subjects taught in Arabic
Optional subject

ELT Specialization at institutes for Teacher Training

Some students, especially females, join institutes for teacher training at the undergraduate level. They do not differ in any way from other Libyan student holders of secondary school certificates or another equivalent certificate authorized by the Libyan MoE. The

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majority of the students have secondary school language specialization and they are given an admission priority although students of other specializations might gain admission under certain circumstances, particularly those who are native speakers like or have certificates in English language. Courses of study last four years, but the subjects and their contents differ from their equivalent at Faculties of Arts, Languages or Education. These institutes aim at preparing student teachers to be qualified teachers of English at the basic education and secondary schools in Libya. They are taught the language alongside certain pedagogic subjects and have a teaching practice stage as part of their teacher preparation programme.

Table (4.1) Courses at institutes for Teacher Training

Year 1	Year 2	Year 3	Year 4
Arabic language*	Educational psychology*	Educational guidance and counselling*	Assessment and Measurement*
Islamic studies*	Bases of curricula*	Psychology of growth*	Practice teaching*
Political orientation*	General methodology*	Teaching Aids*	Reading comprehension
Introduction to education*	Methods of scientific research*	Reading Comprehension	Grammar
Reading Comprehension	Reading Comprehension	Writing	Spoken English
Writing	Writing	Grammar	Introduction to linguistics
Grammar	Grammar	Spoken English	Instructional strategies
Language Laboratory	Spoken English	Literary reading	Teaching practice
Conversation	Phonetics	Teaching	Project

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Practice		Methodology	writing
	Principles of statics and probabilities*	Political orientation*	Political orientation*
	Political orientation*		

Subjects Taught in English

* Subjects taught in Arabic

Table (4.2) Courses at institutes of Education for Teacher Training

Year 1	Year 2	Year 3	Year 4
Creative writing	Writing	Creative writing	Creative writing
Advanced Reading	Advanced Reading	Translation	Grammatical structures
Spoken English	Grammar	Advanced Reading	Advanced Reading
phonetics	Spoken English	Advanced Spoken English	Academic spoken English
Assessment and measurement*	Phonetics	Grammatical structures	Introduction to international literature
Teaching Aids*	Bases of curricula*	Linguistic psychology*	Applied linguistics
Political orientation*	General Teaching Methodology*	Psychology of growth*	Project writing
	Methods of scientific research*	Political orientation*	Varieties
	Educational Psychology*		Practice teaching
	Statics*		Psychological Health*
	Political orientation*		Political orientation*

Subjects Taught in English   *

Subjects taught in Arabic

Similarly students at institutes for teacher training study similar subjects to that of Faculty of Education as part of their teacher preparation programme. Graduates of such institutions have the priority to join teaching.

Discussion of Findings

According to the current study, EFL teachers in the Libyan context encounter serious hurdles connected with their teacher education programmes on one side. On the other side, the political and social situations exacerbated their suffering. The study revealed that EFL teachers have significant challenges with teacher knowledge. This includes:

Lack of Pedagogical knowledge

PCK is a form of knowledge that, includes both PK and SK and relates to "the way of representing and formulating the subject that makes it comprehensible to others" (Shulman, 1986, p. 9). It also "includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons" (ibid). All the teachers interviewed in this study expressed their concern about dealing with students; particularly those who taught at secondary level. For instance, Sarah, Jory and Shahd in (Al-Manahal School) were not confident in their abilities to handle students at that level.

The researcher's observation suggests that they lacked the techniques to transfer the information to their students, the awareness and confidence on how to deal with students at the secondary level. More significantly, they were not sufficiently

familiar with secondary school syllabi. This confused some teachers who became unable to decide which methods would suit their students as Shahd articulates below:

> *Each time someone tells me something different about how to deal with them. Some tell me to make them friends them while others advise me to be strict with them so they will respect me. Everyone advises me differently that is why I am always confused about how to deal with them (1).*

Furthermore, graduates of Languages and Arts did not have sufficient information about teaching methodology because they did not study this at university (Shahd, Jory, Eve, Sam and Ghada) while the graduates of Faculty of Education and teacher training institutes (Sarah, Sha, Amall and Hay, Rab and Nawal) received very limited introductory theoretical information and had undertaken the TP for a short period. They were involved in teaching without any training or induction which is common in the Libyan context. When they started teaching, they applied what they knew and taught as they were taught. Then they began to encounter serious problems in terms of teaching methodology such as the choice of the most appropriate teaching method or technique to convey the objectives of that particular lesson or unit. Eve (Al-Manahal School), for instance, considered teaching as an uninteresting

profession because she lacked the necessary technique to explain things:

Eve: One of the things that make me uninterested in education is that I do not know methods of explanation (2).

Similarly, (Shahd (Al-Manahal School) had a consistent fear of transferring information. This might be related to their unawareness of the right or appropriate method of teaching that might work with one class, but might be unsuitable with the others. Many of the teachers had a low level of PK as indicated by Shahd, Eve and Jory above. They were aware of their lack of such knowledge which made them underestimate themselves and might have made them look incompetent in their colleagues and students' eyes and that may have restricted them from becoming involved with other teachers.

Lack of Subject Matter knowledge SK

The most significant challenge is teachers' lack of subject matter knowledge. Many of the teachers in this study articulated their concern over such lack of essential knowledge, which they attributed to the curricula studied at university. In addition, some teachers were involved in teaching secondary school curricula which were identified as difficult by many teachers. Unfortunately, some courses studied at certain faculties do not qualify EFL teachers in the Libyan context to teach such curricula. For instance, many courses at Faculty of Arts are about learning the language but not teaching it. Certainly linguistics and contrastive analysis have fairly small relation with teaching, yet what is studied in contrastive

analysis for example is very limited and only for one semester. Teachers in secondary schools, particularly newly appointed ones complained about the intensity and difficulty of the curricula of this level. In general, they did not receive any preparation, training or induction that might support them at least at the early stages. They were also required to cover certain units at a specific time each semester.

> *Hay: Certainly it is difficult to teach third year secondary school. It is not easy; they must understand and you have to complete the curriculum. You wonder whether you will be able to complete it or not. It is a must, it is compulsory to complete it.*

Almost all the teachers interviewed in (Al-Manahal secondary School) had the same problem; consequently, many of them would prefer to work in the basic education sector.

> *Jory: If I would teach, I would teach primary or preparatory school. I thought that it would be difficult to teach secondary students because students in secondary schools are very near in their age to mine. I wouldn't find the integration I look for in teaching and the respect (1).*

> *When you come to this curriculum, you find it a hurdle. You understand it, but how to transfer it to students! (2).*

As these teachers did not have sufficient knowledge of the language, the situation became worse when they encountered problems essentially connected with the language itself. Then they realized the gap in their knowledge. Nawal (The White School) demonstrated her main problem; pronunciation,

> *Nawal: It is not like what I notice now, when I want to read a word, I find myself mistaken. (2).*
>
> *I feel I have problems with pronunciation. When I say or do something wrong, I find myself angry with myself because of committing such mistakes. It is not the place and time for such mistakes (3).*

They tried to manage themselves individually depending on their own interest and the support available to them through direct communication with their colleagues and the expert teachers. Rab described her method:

> *Rab: After I have met you, I have worked hard and with effort. I check Al-Wafi Dictionary if I find a difficult word and check grammar books and expand explanations (2).*

Meanwhile some looked at the curricula and the syllabi and compared them with what they had learnt and their ability in teaching. This led Sam in (Al-Manahal School) to underestimate her ability to teach writing to second year English Specialization.

> *Sam: It is still early for me. I feel writing is bigger than my ability now (1).*

Lack of PK, knowledge about language and knowledge of language were experienced by those teachers. They struggled to cover this gap which is a very difficult task in the absence of training in their current situation.

False view about Teaching

Having a false or unclear view about teaching may be behind some teachers' Lack of awareness of what constitutes teaching and can be related to the lack of PK mentioned above as Eve (Al-Manahal School) stated below.

> *Eve: I have thought that teaching is easy and everyone can do it. But I have found it difficult and may be more difficult than other fields. It requires hard work at home and in school, theoretical and practical since you study and teach (3).*

Shock and frustration were experienced by many teachers as a result of sudden involvement in teaching of which they thought as an easy job. The impact varied from one teacher to another. Adaptation also depended on the intention of that teacher to tolerate the consequences of her choice.

Hay: I thought that a teacher does not work hard; he only gives his lessons and goes. This was our view as students. We used to say, they are a few words he will say and then he approaches the door to leave.

Similarly, Rab (Tripoli Castle) did not hide her surprise, although she was trying to adapt herself to the new situation and accept teaching as a permanent career.

Rab: Frankly speaking, I thought that a teacher's job was easier than being a student, but I have found it more difficult; it is a responsibility and an effort (2).

The situation of the teachers of this study derived from their lack of PK and experience of teaching, as some of them had not undertaken the TP particularly graduates of Faculties of Arts and Languages. Their dissatisfaction with teaching might also be affected by socio-cultural views in terms of the status of teacher, the pay, promotions and privilege.

Teacher preparation programmes at university

The first group of this study included graduates of Faculties of Arts and Languages who were awarded a BA in English language. They studied the subjects (table.5, 6) that were distributed in eight semesters and varied in terms of the time devoted to each subject; with a minimum of 2 hours per week. The university transcripts made clear that the graduates studied limited subjects related to

teaching and pedagogy. Their study was connected with learning the language itself and did not qualify them to be teachers.

Table (5) Subjects taught in English at (Faculty of Arts) and the time spent

Subjects	Total Hours	S1	S2	S3	S4	S5	S6	S7	S8
Reading comprehension	16	2	2	2	2	2	2	2	2
Grammar/grammatical tructures	16	2	2	2	2	2	2	2	2
riting/academic writing	16	2	2	2	2	2	2		
Conversation	8	2	2	2	2				
Phonetics	8			2	2	2	2		
Introduction to literature	4			2	2				
Introduction to Translations	2			2					
Varieties	8					2	2	2	2
Translation of literary texts	2				2				
Translation of scientific texts	2							2	
Translation of legal texts	2						2		
Translation of religious texts	2					2		2	
Applied linguistics	2							2	2
Literary criticism	2								
semantics	2								
Short story	2								
poetry	2								2
Novel	2								
syntax	2								
Contrastive analysis	2								2
Research Methods	2						2		

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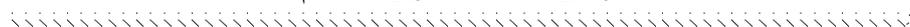
Table 6 Subjects taught in English at (Faculty of Languages) and the time spent

Subjects	Total Hours		S2	S3	S4	S5	S6	S7	S8
Reading comprehension	16		4	4	4				
Grammar/	16		4	4	4				
grammatical structures	4					2	2		
Writing	16		4	4	4				
Creative writing	4					2	2		
Conversation	8		2	2	2				
Oral Practice	4					2	2		
Phonetics	8					2	2	2	2
Introduction to literature	2					2			
Translations	6					2	2	2	
Theoretical linguistics	2						2	2	2
Applied linguistics	6						2	2	2
Varieties	4					2	2		
Literary criticism	2								2
Short story	2					2			2
poetry	2							2	
Novel	2								2
Constructive analysis	2								2

They studied very limited courses related to pedagogy or teaching such as applied linguistics and contrastive analysis however they received no training as part of their preparation for teaching. Some of them were shocked to discover the differences between what they had studied at university and the contents of the syllabi of the curricula. They also had to deal with the students' difficulties in

responding to the subject itself. Sam (Al-Manahal School) for instance, might have perceived that what she had studied would be exactly the same as the materials she would be teaching and that was why she was anxious.

> *Sam: When I come to the courses taught to secondary students, I mean the textbooks; I find them completely different and have no relations with what I have been taught at university (1).*

The inference here is that Sam did not have the chances to develop and learn slowly through legitimate peripheral participation (Wenger, 1998) within the community. Her views corresponded with Wenger's notion of legitimate peripheral participation:

> *Sam: I should not be there. If I take teaching gradually from primary to preparatory and then secondary schools, in this case, I will gain experience that enables me to teach effectively (1).*

Jory, a teacher in the same school, thought that the inspector should play a major role in helping teachers, especially newly appointed ones like her.

> *Jory: she (the inspector) should guide the teacher, helps the teacher as much as he/she can help because he/she has experience; a teacher is not the same as or inspector; he/she can*

help him or her to explain; what to
give and what not to give (2).

Jory thought the inspector's role was to advise her as a newly appointed teacher. She had no idea of the inspector's actual role and was upset when the inspector criticised her in class for using Arabic.

Jory: she (the inspector)
criticized me; she came to me after
two days of my coming here. I
wrote the new words and I asked
them about their meaning she told
not to ask them about the meaning
of this word (2).

Jory's lack of awareness of the inspector's job could be related to her teaching preparation programme. She had neither studied anything related to pedagogy nor had any training prior to commencing actual teaching. It might also show that she did not have that integration in her CoP yet as she was newly appointed when the inspector visited her. It was also the lack of mutual engagement between the inspector and the teacher, although they did not belong to the same on-going community.

The impact of the on-going conflict was clear in establishing relationships among members in the same community and within the school itself; everyone seemed to be busy with her own work and avoided contacts with others as much as possible. Jory was aware of that:

Jory: I thought there is a staff
room where I can sit and chat
and there are some who bring

breakfast and eat together, do
you understand, I have not found
such atmosphere (2).

The second group included Eve, a graduate of an institute of education who had studied similar subjects as the first group but only for three years. These are the subjects she studied (see table. 7) below.

Table 7 Subjects taught in English at the institutes of Education for Teacher, and time spent

Subjects	Total Hours	Year 1	Year 2	Year 3
Reading comprehension	8	2	4	2
Grammar	8	4	4	2
Writing	10	4	4	2
Syntax	2			2
Conversation	8	2	4	2
Phonetics	4		2	2
Literature	2	2	2	
Translations	4		2	2
Poetry	2			2
Research Methods	2		2	
Linguistics	2		2	
Applied linguistics	2			2
The play	2			2
Varieties	2			2
Project writing	2			2

Examining Eve's transcript, and details of the courses she had studied, it is clear that her situation was similar to that of the first group in terms of preparation. Although she studied linguistics and applied linguistics, she did not study other courses related to

pedagogy or teaching or receive any training as part of her preparation for teaching. In addition, Eve's courses lasted only three years, which reduced her exposure to the language, her interaction with her colleagues of study and her presence in the academic atmosphere which might limit her knowledge of the language itself. This might partially explain her unawareness of her job as a teacher.

Teacher Preparation Programme at Teacher Training Institutions

The third group was the graduates of arts in English. They are grouped in this way because they graduated from institutions that qualify their students to be teachers of various subjects, including English. Students are taught different subjects for four years, aiming at preparing them to be teachers. This group is divided into two sub groups.

The teacher training institute group included Amall, Rab, Sha (Tripoli Castle), Hay and Sarah (Al-Manahal school) who studied these subjects (See table 8.1 below)

Table 8.1 Subjects taught in English and time spent at the institutes for teacher training

Subjects	Total Hours	Year 1	Year 2	Year 3	Year 4
Reading comprehension	8	2	2	2	2
Grammar	8	2	2	2	2
Writing	8	2	2	2	2
Conversation Practice	8	2	2	2	2
Language Laboratory	2	2			
Phonetics	2		2		

Literary Reading	4			2	2
Teaching Methodology	2			2	
Teaching Practice	4			2	2
Research Methods	2	2			
Introduction to linguistics	2				2
Instructional Strategies	2				2

2. The teacher training institute group included Nawal (The White School). She studied similar subjects (See table. 8.2) below.

Subjects	Total Hours	Year 1	Year 2	Year 3	Year 4
Reading comprehension	8	2	2	2	2
Grammar	8	2	2	2	2
Writing	4	2	2		
Conversation	8	2	2	2	2
Phonetics	4			2	
Literature	2	2	2		
Advanced writing	4			2	2
Advanced Conversation	2			2	2
Instructional strategies	2				2
Applied linguistics				2	2
Advanced reading				2	2
Advanced Writing					2
Varieties	2				2
Introduction to International literature	2				2
Grammatical Structure					
Project writing					

	2				

Table 1 Subjects taught in English at teacher training institute and time spent

Examining the teachers' transcripts from these institutions, it is clear that they all studied subjects of great relevance to teaching, such as Teaching Methodology, Instructional Strategies, and Teaching Practice. However, the higher institute group had studied Language laboratory and Literary Reading which, the teacher training institute group had not. Similarly, the teacher training institute graduates had studied Varieties and Introduction to International Literature. Graduates of these institutions also stated that the subjects had limited content. For instance, Rab (Tripoli Castle) was dissatisfied with what she studied in the institute and considered it as "insufficient". Furthermore, some subjects were taught in Arabic such as Teaching Aids, General Teaching Methodology although they were supposed to be in English as these students were in the department of English. Studying some subjects in Arabic limited their exposure to the language which they needed and might reduce the value of the subject itself for the students in the long term. Moreover, some NGTs such as Sarah (Al-Manahal school) attributed the difficulties encountered to the courses of her teaching preparation programme.

Sarah: We studied four years, but we have not taken intensive syllabi (2).

Similarly, Nawal (The White School) stated that what she had studied did not qualify her to teach effectively. For instance, she was dissatisfied with the course of phonetics which she had studied during her third and fourth years in the college.

> *Nawal: Issues I feel I do not have sufficient knowledge, such as phonetics (phonology) and things like words and their pronunciation (3).*

Nawal indicated that although she studied phonology (phonetics) for two years, it did not help her to improve her pronunciation. She also asserted that she needed to find a way to improve her phonetic knowledge as she did not want to be put in a stressful situation in front of her students.

Examining the transcripts of the graduates from both institutions, it can be clearly seen that the subjects related to teaching and especially those taught in English were limited; Teaching Methodology, Instructional Strategies, Teaching Practice compared with other subjects relating to the language itself and the Arabic subjects. They studied them only in their third and fourth years for two hours weekly. What can be inferred from the Discussion with the teachers in this category indicated that the contents of the subjects, and the connection with teaching English as part of their teacher training programme were insufficient for preparing them to teach English at different stages.

These NGTs were suddenly involved in teaching without having any preparation or refreshing training. They did not have the opportunity to experience the theoretical knowledge that they gained during their study before they were involved in actual teaching. In addition, some of them, including Rab, Amall, and Sha spent about seven years waiting for employment in mainstream education. Sha and Amall stated that they had begun to forget the language because they did not use it at home or in any other contexts.

The Impact of the Conflict

Although the military actions had stopped in many parts of the country, a new conflict has disintegrated the Libyan society for the first time, manifested in the establishment of many parties and militias of diverse ideologies as main partners in the new political situation. While many people are optimistic and think things will get better, others are very pessimistic about the future. This stage may be considered transitional, but no one can predict its end and the potential consequences.

As a result of that traumatic bloody conflict, those teachers did not experience the apprenticeship and the legitimate peripheral participation stage as described by (Wenger, 1998) to know what constituted teaching. They also did not have the time to integrate in their community to overcome some of the problems. They did not have that meaningful contact with the experienced colleagues to benefit from their experience. The extent of the conflict effects was noticeable not only on the NGTs but also on their experienced colleagues who seemed to be busy only in their affairs as Jory (Al-Manahal School stated:

> *Jory: I have felt that everyone in a direction; everyone is in a position; you do not feel that the school works together; everyone is in a position; everyone in a direction. They do not have one word; you do not feel they are a school together (2).*

What Jory felt indicates the lack of harmony in the community which was the direct result of the conflict on the members. Each

became reserved expecting the others having opposing belonging. Such feeling hindered the integration to the extent that some NGTs did not know the expert teacher in their school such as what Shahd, Sam and Sarah stated earlier.

Conclusion

The research revealed that the NGTs' problems seem to be the result of the discrepancies between what they studied at their institutions and the demands of teaching at different levels, particularly at secondary schools. For instance, graduates of teacher training institutes were dissatisfied with the adequacy of preparation they received in teacher training institute and the absence of training whereas other graduates of Faculties of Arts and languages found no relationships between what they studied and what they were experiencing at that time.

Thus, for training and teacher professional development, formal learning in the form of actual courses sponsored by MoE should be the means by which these teachers can learn, improve and develop their identity as qualified EFL teachers in light of limitation of professional communities. Teaching practice has to be considered in terms of its importance, length and what it provides to beginner teachers. Induction and in-service-training programmes need to be accessible to those teachers to help them overcome their problems and gain training and development that will assist them in their professional life. The educational authority also has to reform and re-evaluate teacher preparation programmes in order to qualify teachers to be able to teach various stages in light of the reform of curricula of diverse levels.

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