Libyan EFL Teachers' Beliefs, Practices, and Challenges Regarding Target Language Use in Public High School Classrooms: Translanguaging Pedagogies to Achieve Balanced and Effective Teaching to Empower EFL Learners to Speak in the Target Language

Salma M. Allafi

Department of Curriculum and Instruction, University of Minnesota -Twin Cities

Prof. Kendall King

May 1, 2023

Acknowledgments

Foremost, I would like to sincerely thank my advisor, Professor Kendall King for her assistance, patience, and her faith in me. Her knowledge, experience, and high standards made me much better at what I do.

Besides my advisor, I would like to express my gratitude to the rest of my thesis defense committee who were also my thoughtful professional instructors throughout the MA journey. In particular, I would like to thank Professor Martha Bigelow and Professor Karla Stone who provided us with formative and enjoyable classes and were extremely supportive.

I am also grateful to my friends Alayna, Danielle and Nouf for their assistance, valuable advice, motivation and fun times we enjoyed spending together.

Last but not least, I would like to thank my family; my parents Najat Al-Misraty and Mohamed Allafi, my husband Ibrahim Elssaghayer, my kids Firas and Rimas, my uncle Mohamed Gzeat, my aunt Samira Al-Misraty and finally my siblings, Tahani, Eman, Kawla, Asma, Othman and Abd-Arrahman for their spiritual support throughout my life.

Abstract

This thesis paper investigates EFL teachers' beliefs, practices, and challenges when incorporating target language extensively in Libyan public high school classrooms. A sample of 140 English language teachers in Libyan high schools answered an online survey reporting their beliefs, practices, and challenges related to using English extensively in the classroom. Based on the reported data collected using the online survey, most EFL teachers in Libyan public high schools have a goal of 80 to 90% utilization of target language use in the classroom. However, their actual use of English (TL) in the classroom differs significantly and ranges roughly from 50% to 80%. This suggests that they value the importance of using target language extensively in their EFL classes and they seek to increase their use of target language. However, the reported teaching methods, even the translanguaging ones, reveal that most of them lack the knowledge and technology for more effective and creative teaching methods that would allow extensive use of target language. Findings illustrated that there were many challenges reportedly faced by EFL teachers, such as students' negative attitude, anxiety, low attention span, lack of motivation, lack of family support, administrative support, technology, teaching methods and training, large class size, frequency of classes, time allotted to complete curriculum, teacher proficiency, range of students' abilities and many more. In conclusion, the paper offers some effective translanguaging strategies for empowering students to speak the target language confidently and might work in the Libyan context to overcome some of these obstacles.

Keywords: target language; first language; translanguaging pedagogies.

Table of Contents

List of the Abbreviations

Abbreviation	Meaning
TR	Target Language
EFL	English as a foreign language
MT	Mother tongue
L1	First language

Libyan EFL Teachers' Beliefs, Practices, and Challenges Regarding Target Language Use in Public High School Classrooms: Translanguaging Pedagogies to Achieve Balanced and Effective Teaching to Empower EFL Learners to Speak in the Target Language

Introduction

Reaching and exceeding 90% + of meaningful use of the target language is considered beneficial and it is a primary goal for many language teachers (Crouse, 2012; Devon, 2019). In contrast, mother tongue (MT) use in teaching English as a foreign language (EFL) in classrooms often has been stigmatized, and sometimes considered a form of poor language teaching that badly affects the acquisition of the target language (TL) (Krulatz et.al, 2016; McMillan & Riverse, 2011). For instance, MT has been banned in classrooms in many institutions in UAE (Mouhanna, 2009) and Japan (Rivers, 2011) because it is widely believed that students need to be hearing and using the target language in meaningful contexts in order to acquire any language and to develop a proficiency level in four skills (speaking, listening, writing, and reading) (Thompson & Lee, 2013; Levine, 2003; Inada, 2021). Additionally, "research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency" (Crouse, 2012, p. 24). This effective instruction should include expression, interpretation, and negotiation of meaning which all are meaningful, communicative purposes of oral language use (speaking) (Lee & VanPatten, 1995).

However, in recent years, research has increasingly advocated the use of the linguistic repertoires of bilingual and multilingual learners as a means of facilitating the natural functioning of their linguistic repertoires in foreign language classrooms, despite the widespread prevalence of target language-only instruction (Canagarajah, 2011; Madkur et al., 2022). This shift from monolingual teaching to bilingual/multilingual teaching in the field of world language teaching made the notion of translanguaging gets a significant focus and becomes widely common in bilingual and multilingual language education policies and practices (Liu & Fang, 2020; Heltai, 2021; Madkur et al., 2022). Canagarajah (2011) defines translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p. 40). Cenoz and Gorter (2020) also consider pedagogical translanguaging to be instructional strategies that allow for the integration of two or more languages to build a multilingual repertoire of skills and consider learners as multilingual who can use English and other languages depending on their social context (Madkur et al., 2022). As multilingual speakers, their linguistic resources are valued and it is not seen as inferior to their English-speaking counterparts (Madkur et al., 2022).

Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Therefore, EFL educators should be aware of the pivotal role of speaking teaching methods and translanguaging pedagogies to achieve balance and empower their learners to use the target language in the classroom. Emphasizing the importance of interaction using their target language for the most proportion of instructional time, and beyond the classroom if it is possible to develop students' speaking skills.

Many EFL instructors find that it is really challenging to keep the feature of maximum target-language use in their classrooms because some students can't participate in various class activities (Carson & Kashihara, 2012) and maybe they can't understand complicated aspects of curriculum content because of their limited English skills (Inada, 2021). Therefore, achieving 90% + requires teachers to use a variety of strategies to facilitate comprehensible input and support their students' meaning-making skills (Devon, 2019). For instance, EFL educators should implement teaching pedagogies using body language, gestures, and visual aids to enhance their instructional context and to make their input comprehensible in addition to the translanguaging pedagogies. This strategy helps learners to use TL effectively in their classroom interactions. If they fail to empower their students to interact actively in the classroom, students will complain that they could not understand any of their EFL classes' lessons and materials.

This project explores these dynamics by analyzing data collected using an online survey and it is informed by personal experience. I became motivated to focus on this topic after consultation with one of my relatives in Libya. Sarah (pseudonym), who is in her third year at one of the Libyan high schools, called me and complained about her English language teacher. She sadly explained that because of her teacher who only uses English in the classroom, she could not understand any of her explanations and thus she gets low grades in her assessments, unlike her other grades in other courses. She was sad and asked for some tips to overcome this obstacle. The only advice that I could think of at that time is that she can prepare her lessons prior to classes by translating the new vocabulary and understanding the grammar patterns so that when her teacher starts delivering class content, she will be able to catch up and comprehend the teacher's explanations. I was glad to know that there are some teachers who can maintain

most of their teaching in TL in their EFL classes in Libyan public high schools, but it seems that they lack the practical knowledge such as the ability to scaffold by implementing effective pedagogies. The efficient pedagogies that guarantee empowering their students to comprehend lessons and participate actively in the classroom. Then finally the TL acquisition can happen smoothly and gradually.

I am a Libyan EFL student teacher; I am curious to learn more about TL use in EFL classrooms in the Libyan context, the teaching pedagogies they implement to promote the use of TL in the classroom, and the challenges they face when using TL extensively in their classes. Especially since I know that there is no teaching language training in Libya for English language teachers. For instance, my classmates and I became English language teachers as soon as we graduated from the English language department. There is no program of intensive language teaching training for Libyan EFL teachers to be more qualified for teaching English as a foreign language in Libyan public schools. A program that gets them trained well on implementing various updated teaching methods to teach the four skills (reading, listening, speaking, writing) professionally. A program that makes them equipped with the strategies they need to make the right curriculum modifications. The Ministry of Higher Education in Libya would teach EFL teachers more effective pedagogical techniques to improve students' speaking and communicative skills. Therefore, EFL teachers in public schools would be able to provide comprehensible input and empower their learners to speak extensively in the target language in the classroom.

Little research has investigated the English teaching process in Libya. For instance, one study explores the obstacles encountered by Libyan high school teachers when implementing the

new Libyan English curriculum (Al Taieb & Omar, 2015), and another somewhat dated research study investigates "Libyan teachers' attitudes and beliefs regarding the use of EFL authentic materials within reading lessons at universities levels in Libya" (Soliman, 2013, 121), and another investigates the use of technology in language classrooms in Libya (Abukhattala, 2016). It is unfortunate that neither of these research studies has any information about the medium of instruction; even indirectly. Almost no research studies examined specifically TL use in Libya EFL classrooms; I see that it is a good opportunity for me to conduct a research study about this topic and also investigate the literature, and then come up with suggestions and effective teaching methods to encourage Libyan EFL teachers and learners to speak in the target language and promote their interactive communicative skills.

In recent years due to the rapid development of modern life, English teaching has been given more attention in Libya (Elabbar, 2014). There has been an increasing need to interact with foreign countries in various areas of life such as education (Elabbar, 2014), business, politics, and social media. The British Council's Nic Humphries (2012) argues that English is an essential skill for young Libyans' careers, especially in vocational fields such as engineering and medicine. The IAU (2009) shows that the Ministry of Higher Education arranged a massive scholarship program abroad to allow more than 80,000 teachers and graduate and undergraduate students to get MAs and PhDs from different Western countries, such as the UK and the USA. It is required that students have good English language skills to qualify for these scholarships. This is one of the reasons why English has gained importance in Libya recently.

This study investigates TL use in Libyan EFL high school classrooms based on EFL teachers' reporting about their beliefs, experiences, and practices. It investigates their reported

beliefs, practices, and their reported implementation of effective teaching pedagogies to empower their students to speak in TL. It also explores their translanguaging pedagogies and finally, it identifies the obstacles they report encountering when they intend to use the target language extensively in the classroom.

In the following section, I present a brief literature review about the rationale of utilizing target language as the medium of instruction, teaching pedagogies that empower students to use target language in the classroom along with challenges language teachers might face when using target language extensively in the classroom.

Literature Review

For many years, there has been a dominating principle that language teachers should use only the target language (TL) in their classrooms and avoid using the first language (L1) with their students as much as they can (Littlewood & Yu, 2011). This is a commonly believed "principle" encourages many foreign language teachers to use the target language to deliver their entire lessons, provide feedback, build rapport with their students, deal with inappropriate behaviors, and give classroom management policies and activities instructions; most of the class time is conducted in the target language. Many of them strive hard to have "the natural use of the target language for virtually all communication is a sure sign of a good language course" (Chambers, 1991, p.27). A brief overview of the rationale behind the need for extensive use of TL (target language) in the classroom is presented below along with some teaching methods that have been shown to empower students to speak in TL.

The Rationale of Using TL (target language) 90% + of Class Time

The most significant knowledge that students can use to enhance their learning of any additional language is their prior knowledge of their first language (Cenoz & Gorter, 2022). A cognitive problem might occur when isolating languages in the learning or teaching context because students need to use their whole linguistic repertoire resources to acquire a language smoothly and efficiently (Bransford et.al., 2000). Therefore, language learning students should be allowed to use their language prior knowledge in their learning context to enhance their self-esteem (Cenoz & Gorter, 2022; Cenoz & Santos, 2020; Prada, 2019; Santos et al., 2017).

However, EFL teachers need to enable their learners to see that a language is not only an object of study, but it is also "an effective medium for conducting the normal business of the classroom" (Christie, 2011, p.67; Butzkamm & Caldwell, 2009, p.31; Chambers, 1991, p. 27). Therefore, class time would be the perfect time for EFL students to practice the target language; to practice the newly learned conversation skills, vocabulary, and expressions. Turnbull (2001) states that the strongest rationale for maximizing target language use by language instructors is exposing learners to input, and for most language learners the instructor is the main and only source of this input. He added that implementing this approach benefits language learners' TL proficiency. This exposure to TL in EFL classrooms is quite significant for learners because it could be the only context where they can practice, hear and interpret TL since opportunities to be exposed to and practice TL beyond the classroom are very limited. Therefore, below are some methods that could be very efficient in empowering EFL learners to use target language in the classroom.

Methods to Empower Students to Use TL in the Classroom.

Crouse (2012, p. 24) suggests effective pedagogical techniques for EFL/ESL teachers to empower their learners to speak the target language. These include:

- "Provide comprehensible input that is directed toward communicative goals;

- Make meaning clear through body language, gestures, and visual support;

- Conduct comprehension checks to ensure understanding;

- Negotiate meaning with students and encourage negotiation among students;

- Elicit talk that increases in fluency, accuracy, and complexity over time;

- Encourage self-expression and spontaneous use of language;

- Teach students strategies for requesting clarification and assistance when faced with Comprehension difficulties, and offer feedback to assist and improve students' ability to interact orally in the target language".

This project asks 'Are the Libyan EFL teachers aware of such effective teaching strategies?'; do they use any of them or any other ones to empower their students to use the target language in the classroom?'. In sum, it investigates the techniques they reportedly use to help their students speak in TL and get the required input.

Additionally, this study explores the challenges faced by EFL teachers when using TL excessively in Libyan high school classrooms. Similarly, Pathan et. al. (2016) conducted a research study to investigate the challenges and obstacles faced by the process of teaching English as a foreign language in Libyan public schools. In their study, they used mainly three

techniques to collect data: questionnaire, observation, and informal discussions. They found that most of them overuse the grammar-translation method and they focus mainly on teaching grammar and vocabulary by memorization which is not an effective teaching method. The present study, however, explores more specifics with one data collection technique, as explained in the following sections, it investigates Libyan high school EFL teachers' reported beliefs, practices, and challenges regarding the use of TL in high school classrooms. It examines their perspectives and experiences when it comes to TL implementation and the difficulties they face when they use TL in the classrooms; when they deliver their lessons and manage their classes. Before presenting a brief overview of the Libyan context, here are the challenges that language teachers face when using English language extensively in the classroom.

Obstacles Prevent Language Teachers from Using TL Extensively in the Classroom

For many other EFL teachers, it is very challenging to conduct their whole EFL classes using only the target language. Bateman (2008) in a research study found that language instructors need to use L1 in many cases during class time, some of which is to clarify when learners are confused, give complex instructions, deal with discipline problems, enhance learners' participation, manage aspects of the lesson, and to build rapport with learners. Furthermore, some non-native speakers feel uncomfortable using the target language, especially for complicated or deep Language courses and some might feel embarrassed about their lack of knowledge of the target language when there are some native-speaking learners in their classrooms (Batemen, 2008). There are also many other factors that might affect TL use in language teaching classrooms such as the lack of time, motivation, confidence, and teaching techniques skills, limitations in students' language level, and cognitive development.

An Overview of the Libyan Context

EFL teachers face various challenges in their efforts to conduct classes in their target language, especially in Libyan public schools. Mohsen (2014) states that the educational system in Libya faces many obstacles, particularly in teaching English, which is taught as a foreign language in Libya. "After the revolution in 1969, all Libyan students were guaranteed the right to education and the education system in Libya from the primary to the university level is similar in all Libyan provinces" (Soliman, 2013, p.122). Teaching English in Libya goes back to the 1940s after the end of World War II under British administration in the northern part of Libya (Mohsen, 2014). In 1968, there were ambitious plans for making English the language of instruction in science courses in secondary schools and universities, and also there were plans for teaching other foreign languages, such as French and Italian (Mohsen, 2014). In 1986, due to political changes, the minister of education of Libya decided to stop teaching foreign languages, including English. This decision generated many problems such as a lack of qualified teachers and teaching aids (Mohsen, 2014). Then they started teaching it again in seventh grade, only four weekly classes. Now, for only the past three years, they have recognized the significance of teaching English at a younger age and they started teaching English in first grade in Libyan public schools (personal experience).

Teaching English in Libya encounters many obstacles such as a lack of qualified teachers, lack of language teaching aids, lack of language laboratories at schools, lack of programmed language teaching training for the teachers, and the absence of programmed training to make EFL teachers able to use Internet and computer professionally in teaching (Mohsen, 2014).

Pathan et. al. (2016) in their study of challenges and issues in Libyan EFL classrooms states that the "very basic educational technologies and teaching aids are missing in the Libyan schools" (p. 35). These obstacles cause teachers and learners many challenges to navigate in their EFL classrooms. Many of these obstacles could be shared by other countries but what might be unique is that these issues are getting more complicated because of the current Libyan political crisis. Therefore, educators in Libya find more difficulties and nothing improving even a little bit!

Research Aims and Questions

This research study explores TL use (English) in Libyan EFL classrooms in public high schools and finds out the percentage of their TL use in the total class time. It also investigates their reported teaching pedagogies and the most common challenges they face when using TL extensively in their classrooms. Finally, it suggests some effective teaching implications to overcome these challenges and empower Libyan EFL learners to speak in TL. This exploratory study aims to represent a better understanding of TL use in language classrooms and challenges that might occur using Libyan EFL classrooms as material for study. It also attempts to represent efficient translanguaging pedagogical methods that help Libyan EFL teachers to present more comprehensible input and encourages students to practice TL confidently in the classroom.

The current research study addresses the following research questions:

- How much do EFL teachers reportedly use the target language in their classrooms in Libyan public high schools? And what is their goal for English language use in their EFL classroom?

- What language do they reportedly use for the various classroom functions (Academic and Non-academic functions) in Libyan high school classrooms?

- To what extent do EFL teachers in Libyan in public high schools report empowering their students to keep speaking in the target language? What are their reported pedagogical strategies to accomplish that?

- Do EFL teachers in Libyan public high schools use translanguaging pedagogical methods? What are their reported translanguaging pedagogical strategies?

- What are the reported challenges EFL teachers in Libyan public high schools face when they use the target language as a medium of instruction?

Methodology

Method

This exploratory research study used an online survey tool (Qualtrics) to collect qualitative and quantitative data on EFL teachers' use of the target language in Libyan public high schools. The survey was available in two languages, English and Arabic. It was administered over a month and a half. The Qualtrics survey link was distributed widely using social media, including Facebook, Messenger, WhatsApp, and Viber. The survey link was sent to a large number of people, and they were asked to forward it to any high school English language teachers in Libya they knew in their family or at schools they teach at. It was also posted in varied Libyan educational groups on Facebook. A total of 140 respondents answered most of the survey questions, and only 70 answered all the questions. 100 of the respondents used Arabic and 40 preferred to use English to respond to the survey.

The survey includes four sections (see Appendix 1 for a copy of the survey). The first section asks participants about demographic information such as male/female, age, highest degree, years of experience, and which grade or level they are teaching. A total of 26 respondents' answers were deleted; 10 respondents' answers were deleted since they answered only this section. In addition, sixteen respondents were removed because they are elementary or middle school teachers. This section's regional and educational background questions were of the least importance in addressing the research questions. Whereas the rest of the survey questions are focused on the purpose of the study.

The second survey section asks participants specific multiple-choice questions about their experience using the target language in their EFL classrooms. It asks them to report their actual rate of using the Target language (English) in the classroom and their goals for using it. It also asks participants to choose which language they use (Arabic as their first language or English as the Target language) for each classroom function. The third section contains short-answer (open-ended) questions that ask Libyan High school EFL educators to report and reflect based on their experience about the realistic goal for using target language each year of high school (first, second, and third), language using policies, practical strategies, translanguaging strategies. It also asks about any challenges they might face while using English language extensively in the classroom. Finally, the last section asks Libyan high school EFL educators to choose from a long list of challenges that they might face in their EFL classrooms. Only 70 respondents answered this section.

There were a few response issues such as answering only the first section that enquires about their demographic information or answering some of the sections and skipping the rest. It also

took them a long time to answer the survey. Therefore, to achieve transparency and maximize

sample size, the researcher decided to analyze all data; partially and fully answered surveys.

Also, the researcher's awareness of Libyans' challenges encouraged her to make this decision;

some of those challenges are internet issues and lack of technology which discouraged them

from answering a survey of this length.

Participants

The surveyed EFL instructors are a random self-selecting sample of 140 participants who are

teaching English as a foreign language at public high schools in 28 different Libyan cities. See

Table 1 for more details.

Table 1

Number of Participants from each City

City	Number of participants	City	Number of participants	City	Number of participants
Tripoli	34	Gharyan	2	Khufra	3
Benghazi	15	Tobruck	2	Jamal	1
Misrata	33	Zlitan	3	Sabratah	5
Azzawiya	4	Sabha	4	Sirt	2
al-Bayda	4	Khoms	4	Ubari	1
Regdalin	2	al-Ajaylat	1	al-Rheibat	1
Nalut	1	Msallata	1	Maraj	1
Janzour	4	Maamoura	1	al-Gharabulli	1
Zentan	1	Yefran	1	Tajora	1
Tarhoona	4	Libyan city	3		

					Total: 140

Three of the respondents did not mention their cities; one respondent wrote instead "I am a Libyan", another one wrote the letter 'M' in Arabic "م" and the last wrote "Thanks". So they are included under a Libyan city. It is also important to note that not al of these participants (n=140) are Libyans; there are only 135 Libyan instructors, but the other five are not; three of them are Palestinians, one is Syrian, and one is Iraqi.

This study analyzes 140 responses from 125 female EFL instructors and 15 male instructors who are teaching in Libyan high schools. Their age ranges from 20 to 60 years old. Most of them are at the age periods 30-39 (61) and 40-49 (40). See Table 2 for more details.

Table 2

Breakdown of Participants by Age and Gender

_____

	20-29	30-39	40-49	50-59	60 plus	Total
Male	4	5	2	3	1	15
Female	24	56	38	6	1	125
Total	28	61	40	9	2	140

Based on respondents' reports, their teaching experience ranged from two months to forty-two years in different schools (primary, elementary, and secondary). Most of which have a teaching experience of 10 years and more. However, the majority of those instructors' highest degree is a bachelor's degree (68%, 91), and only (16%, 22) have a graduate degree. Some of

them preferred not to say their highest degree and could skip this question (See Figure 1 for more detailed information).

Figure 1

Highest Educational Degree for EFL Instructors at Libyan High Schools
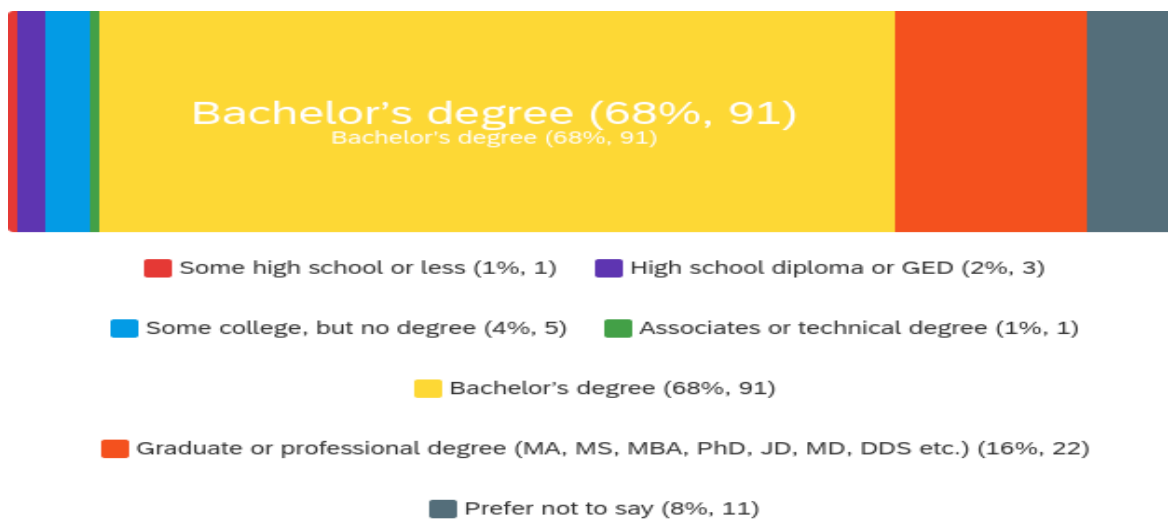
Findings and Discussion

Findings and discussion below are organized around the four study questions: (1) How much do EFL teachers reportedly use the target language in their classrooms in Libyan public high schools? (2) What language do they reportedly use for the various classroom functions (Academic and Non-academic functions in Libyan High School Classrooms?

 (3) To what extent do EFL teachers in Libyan public high schools report empowering their students to keep speaking in the target language? What are their reported pedagogical strategies to accomplish that? (4) Do EFL teachers in Libyan public high schools use translanguaging pedagogical methods? What are their reported translanguaging pedagogical strategies?, and (5) what are the reported challenges EFL teachers in Libyan public high schools face when they use

the target language as a medium of instruction? Some of the anonymous responses (quantitative

data) to this survey were calculated into percentages of total responses, graphs, and diagrams.

Whereas their other responses to the open-ended questions (qualitative data) were analyzed and

organized into tables and meaningful conclusions to reflect overall trends in the data.

Reported Practices and Beliefs of High School EFL Teachers in Libya Regarding Target

Language Usage in Classroom

1- EFL Teachers Reported Actual Use and Goals in Regard to TL language in Their

Classrooms

How much do EFL teachers reportedly use the target language in their classrooms in Libyan

*public high schools? And what is their goal for English language use in their EFL classroom?*

The study participants first were asked to report an estimation in percentage of their actual

use of TL and goals that they work on achieving in their classrooms. 140 EFL teachers from

different Libyan high schools reported about their actual use and goals regarding TL use. The

reported data suggest that most of those EFL teachers have goals of 90% of TL use in the

classroom; however, their reported data about their actual use reveals that they fall short of their

goals when comparing their reported goals of TL use.

Perhaps not surprisingly, most EFL instructors indicated a goal of 90% utilization of

target language use in the classroom (n=58, 41%). See Figure 2. A little bit less number of

educators indicated a goal of 80% (n=33, 23%); a good number of respondents indicated a goal

of 70% of target language use (n=24, 17%) which is still one of the high percentages; a smaller

number of instructors reported a goal of 60% of target language use in the classroom (n=13, 9%).

Only 5% (n=8) revealed that their goal is to use the target language 50% or less in the classroom

and only one instructor preferred to specify a goal of 100% of English language use in the

classroom in public high schools in Libya as this percentage was not one of the options.

Figure 2

How Would You Rate Your Goal for English Language Use in the Classroom? (What is the Estimated Percentage?)
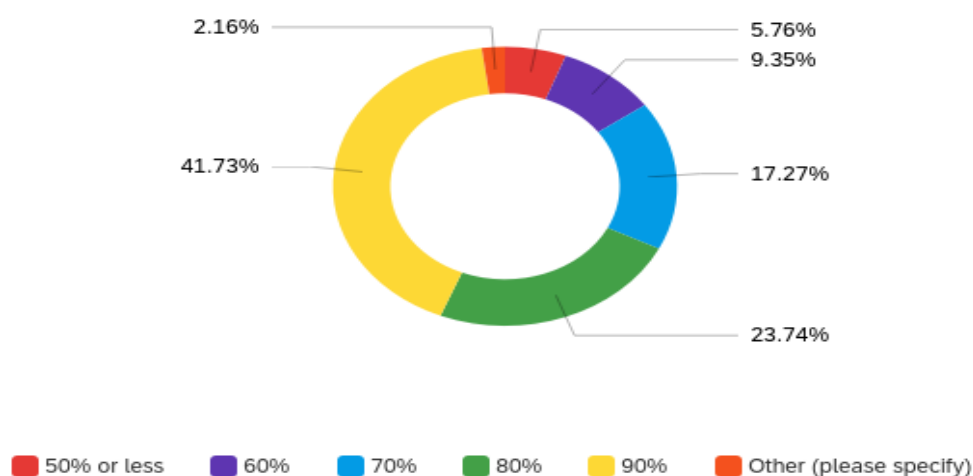

Results also show that EFL instructors in Libyan high schools reported use of English in the

classroom differs considerably and it ranges from 50% to 90%. See Figure 3. There are four

similar numbers of respondents who reported varying percentages of target language use in the

classroom. Many respondents reported that their actual use of English in the classroom is 50% or

less (n=30, 23%); a similar number of respondents reported 60% of actual use of English in their

EFL classrooms (n=31, 22%); another similar number reported 70% of actual use of English in

the classroom (n=33, 23%); the last similar number reported 80% of actual English usage in the classroom (n=30, 21%). A smaller number (n=10, 7%) reported using target language 90% and only two preferred to specify their actual use; one instructor answered that "it depends on the lesson". 85% of the actual usage was reported by the last one.

Figure 3

How Would You Rate Your Actual Use of English Language in the Classroom? (What is the Estimated Percentage?)

Legend: 50% or less | 60% | 70% | 80% | 90% | Other (please specify)
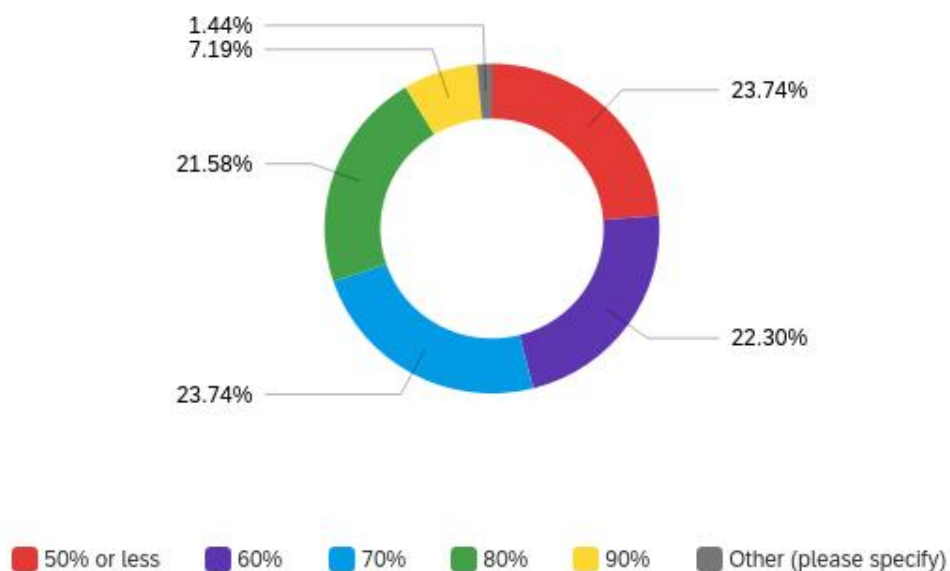
Self-reported Actual Usage versus Goals

Data shows that teachers tend to fall short of their goals when comparing their self-reported actual use of TL in public Libyan high schools with their goals. A comparative analysis of 140

instructors' goals and self-reported actual usage of target language is shown in Figure 4. In general, it suggests a significant positive correlation between their self-reported actual usage and their goals and shows that most of them have goals of a higher level of utilizing English in the classroom (70%-90%).

To clarify, their reported percentages reveal a wide range distribution of target language actual usage that differs considerably from their reported goals. Note that similar numbers of respondents reported actual target use for the four rate ranges 50%, 60%, 70%, and 80%. It also noted that the most marked difference one can note occurred at a goal of 90% by 41% of the respondents and only 7% of respondents reported that they could reach that.

Figure 4

EFL Teachers' Self-Reported Actual Use Versus Their Goals
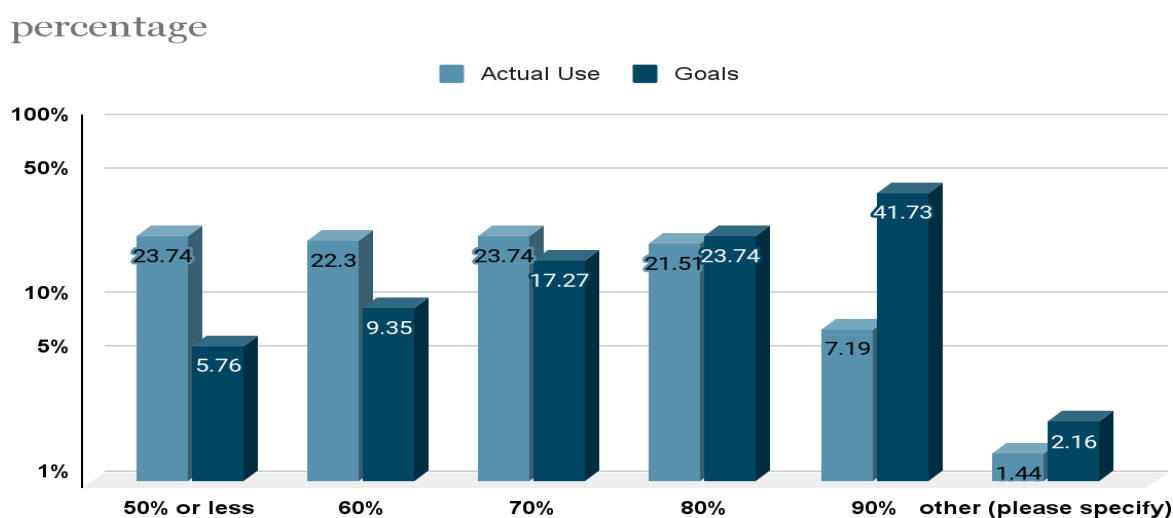
To summarize, with respect to the first research question, which examines the reported actual use and goals for TL use in Libyan high school classrooms, the survey shows that EFL

teachers' reported actual use varies considerably and it ranges from 50% to 90%. In contrast, their goal for TL use is mostly 90% according to the reported data. Teachers overall tend to fall short to achieve their goals, at least according to their reports. In addition, the reported data shows only very few reach 90% of TL use. This incorporation of students' first language in their EFL learning process and to navigate in their classrooms is supported by researchers given what we know from the literature that the most significant knowledge that students can use to enhance their learning of any additional language is their prior knowledge of their first language (Cenoz & Gorter, 2022). A cognitive problem might occur to students when isolating languages in the learning or teaching context because students need to use their whole linguistic repertoire resources to acquire a language smoothly and efficiently (Bransford et.al., 2000). Therefore, language learning students should be allowed to use their language prior knowledge in their learning context to enhance their self-esteem (Cenoz & Gorter, 2022; Cenoz & Santos, 2020; Prada, 2019; Santos et al., 2017). However, we still need to know more details about when they use TL and for what classroom functions.

2- Language Used for Classroom Functions (Academic Functions & Non-Academic Functions)

 What language do they reportedly use for the various classroom functions (Academic and Non-academic functions in Libyan high school classrooms?

Seeking more details about EFL teachers' use of TL in Libyan high school classrooms, participants were asked to report and specify which language they use for each academic and non-academic classroom function. To Clarify, they were asked about academic functions such as

scaffolding, metalinguistic explanations, terminology, and task instructions. The reported data shows that they mostly use TL (English language) to deliver terminology and task instructions, they use their first language (Arabic language) for metalinguistic explanations and finally, they use both languages for scaffolding. Additionally, they were also asked to report about non-academic functions such as practical information, classroom management, and empathy and solidarity. The reported data reveals that they use English language primarily to deliver practical information. Similarly, most respondents reported using English extensively for classroom management. However, most of them reported using Arabic language for Empathy and solidarity. See below for more details.

Language Used for Classroom Non-academic Functions

We asked respondents to specify which language they used for each of the following classroom academic functions. A total of 138 participants responded to this question.

- Scaffolding:

According to data collected, 40% (n=56) of respondents use both English and Arabic language in scaffolding while 33% (n=46) use English and 26% (n=36) use Arabic language.

- Metalinguistic explanations:

It also has been found that 41% (n=56) of respondents use Arabic language in meta-linguistic explanations and 28% (n=38) use both Arabic and English and 30% (n=41) use English language.
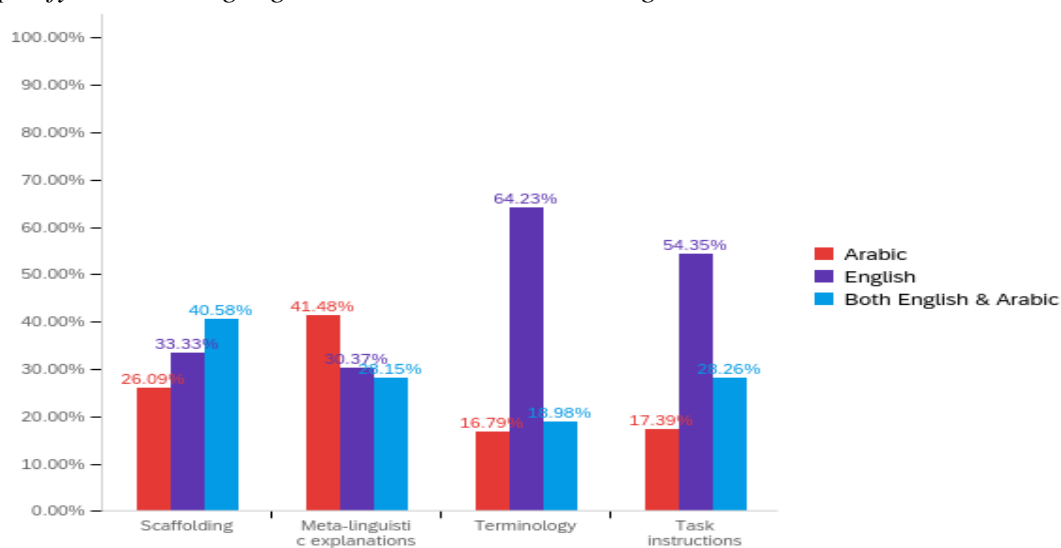
- Terminology:

Whereas the vast majority of respondents (n=88; 64%) indicated that they use English as their main language for teaching terminology and only 17% (n= 23) of them indicated using Arabic and almost the same percentage (n=26; 19%) use both English and Arabic.

- Task instruction:

54% (n= 75) of respondents indicated that they use English as their medium of task instruction; 28% (n=39) noted that they use both Arabic and English and only 17% (n=24) use Arabic. (See Figure 4).

Figure 4

Please Specify Which Language You Use For the Following Classroom Academic Functions.

Based on these reported findings about the language used for classroom academic functions, the vast majority of Libyan EFL teachers in high schools (n=88, 64%) use English to teach terminology. They also indicate that their task instructions are also primarily given in English (n=75, 54%). However, the reported findings show that most of them (n=56, 41%) use Arabic extensively to present metalinguistic explanations and they mostly use both Arabic and English for scaffolding (n=56, 40%).

Language Used for Classroom Non-academic Functions

A total of 138 respondents responded to this question, indicating which language they used for the following non-academic tasks in the classroom.

- Practical information:

According to the respondents, 39% (n=54) deliver practical instruction primarily in English and 32% (n=44) use Arabic language. The remainder of respondents (n=41; 30%) indicated that they use both Arabic and English.

- Solidarity/Empathy:

For solidarity/ Empathy, the majority of respondents (n=65; 47%) indicated that they utilize Arabic language: 46% (n=33) noted that they use both Arabic and English for this classroom function, and only 20% (n=28) use English.

- Classroom management:

In terms of classroom management function, most respondents (n= 58; 42%) indicated that they use English; 30% (n=42) use Arabic; and 28% (n=39) use both Arabic and English.

Figure 5

Please Specify Which Language You Use For the Following Classroom Non-Academic Functions.
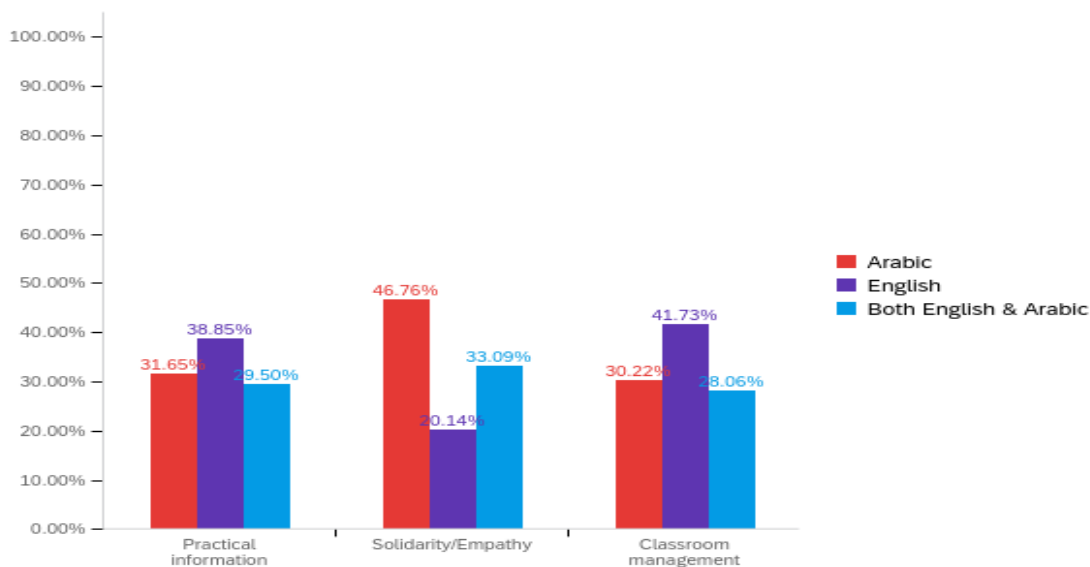
Overall, the reported findings regarding the language used for classroom non-academic functions indicate that most respondents (n=54, 39%) use English language primarily to deliver practical information. Similarly, most respondents (n=58, 24%) reported using English extensively for classroom management. However, most of them (n=65, 47%) reported using Arabic language for Empathy and solidarity.

In summary, the reported data shows that teachers mostly use TL (English language) to deliver terminology, tasks instructions, practical information, and classroom management, they use their first language (Arabic language) for metalinguistic explanations and empathy/ solidarity, and finally, they use both languages for scaffolding. Since they find difficulty using TL for metalinguistic explanations and scaffolding one can conclude that it could be because of a lack of teaching aids such as I-pads with connection to the internet, small whiteboards,

projectors, big smart screens, etc. These technological teaching aids would help EFL teachers deliver metalinguistic explanations. Also, it could be because the EFL teachers are not qualified to teach yet. As far as I know, EFL teachers in Libya are those who finished a bachelor's degree in English language and literature and we have seen that % 68 of the participants are only with a Bachelor's degree. Therefore, intensive teaching training courses and getting a teaching license would be very effective before starting to implement this career. To be sure, if EFL teachers in Libya are knowledgeable about teaching methods that would empower students to speak in the target language they were asked about their pedagogies. Below there is more detailed data.

3- EFL Teachers' Reported Pedagogies for Empowering their Students to Speak in English in Libyan High School Classrooms.

To what extent do EFL teachers in Libyan public high schools report empowering their students to keep speaking in the target language? What are their reported pedagogical strategies to accomplish that?

Respondents noted a narrow range of effective teaching pedagogies that would empower students to speak the target language in the classroom. Nine out of 71 instructors answered "no" to this open-ended question, indicating that they do not use any strategies to encourage students to use TL. Three other respondents said "rarely" and 21 responded "yes" without any elaborations. There are, however, 38 respondents describing some of the teaching strategies that they implement to encourage their EFL students to use the target language.

In their open-ended comments, those EFL educators (n=38) commented briefly and mentioned some examples of their target language use empowering pedagogies. These include

pair-work, group work, and playing games; group participation; rewarding with grades; focusing on teaching grammar, writing vocabulary on the board and correcting mistakes; flashcards and silent reading; posters and "data show games"; modeling before speaking and writing activities using specific language chunks and full related phrases; language clues and new vocabulary; presentations using technology; color coding; gaining confidence by reading loudly; facial expressions and body language; positive feedback; having students explain lessons independently to their classmates; practicing speaking as much as possible following the proverb that says "practice makes perfect" but they do not clarify how and in what ways. Lastly, two of the respondents suggested ignoring students when using Arabic language!

The participant's reported teaching pedagogies to empower their students would reflect that only a few EFL teachers in Libya are aware of some effective teaching pedagogies to empower students to speak in TL in the classroom. The fact that only 38 EFL teachers out of 71 commented and shared their methods suggests that EFL teachers in Libyan high schools lack practical and theoretical knowledge of modern effective teaching methods. Crouse (2012) suggests effective pedagogical techniques for EFL/ESL teachers to empower students to speak fluently in the target language such as delivering comprehensible input that is directed toward communicative goals, using body language, gestures, and visual support to clarify meaning, conducting comprehension checks, encourage negotiation among students by modeling negotiation with them, increasing fluency by eliciting talk techniques, encouraging students' spontaneous use of language, and teaching students requesting clarification strategies whenever they face any comprehension challenges. These teaching techniques would be really beneficial especially if they were incorporated with some effective translanguaging pedagogies. EFL

teachers were asked about their translanguaging pedagogies to see what their practices are in respect of that.

4-Libyan High School EFL Teachers' Reported Translanguaging Practices

Do EFL teachers in Libyan public high schools use translanguaging pedagogical methods? What are their reported translanguaging pedagogical strategies?

Participants were asked if they use translanguaging pedagogical methods and they were asked to provide examples from their experienced practices. Most of the respondents reported implementing a few purposeful and strategic translanguaging pedagogies. According to their reports, they do encourage students to incorporate their first language knowledge and their whole linguistic repertoire in the EFL learning process. Some respondents say that they use them to assess students' comprehension, increase their understanding of the class content, and keep students engaged. They gave only a few examples of their strategies such as having their students summarize what they have learned in Arabic, finding synonyms in Arabic, and doing some academic translation tasks.

A total of 76 EFL teachers teaching in high schools in Libya responded to the question about whether they use any translation tasks in their classrooms or not, how, and what are some examples. It's unfortunate that 32 out of those respondents answered "yes" without any further explanation and 7 said "no" without further explanation. There is only one respondent who said no and s/he elaborated saying: "No translation tasks have ever been adopted in any of my lessons. They are not included in the ministry's curriculum nor in my teaching approach". The

remaining 36 teachers could provide some more details about the translation activities and approaches they implement in their EFL classrooms.

Two of them mentioned that they ask their students to summarize what they got from the reading texts orally in Arabic. In addition, two other teachers pointed out that they use translation tasks to keep their students engaged:

- *"Sure! Students should translate almost every sentence but of course, it is orally. So no need for translation at home, I just try to keep them engaged."* (a Libyan EFL female teacher in her thirties with a graduate degree from Misrata responded).

- *"Yes, sometimes I use it as a method to get them more engaged; teaching grammar or some concepts to compare between using passive in Arabic and English"* (a Libyan EFL female teacher in her thirties with a bachelor's degree from Tripoli responded).

Among the respondents, one stated that he teaches translation basics to his students and has them complete translation tasks tailored to their academic year level. Only one respondent noted that they let them sit in groups and do some translation tasks collaboratively. Another respondent noted that they ask students to find synonyms in Arabic. In addition, seven respondents reported implementing the grammar-translation method (GTM) as their primary teaching method but they did not elaborate more on how, when, and what their activities are like.

One respondent indicated doing some translation activities only when students cannot understand. Five other respondents reported that they use some teaching aids instead of translation, such as flashcards, photos, acting, and eliciting. A further two teachers mentioned they used literal translation and simultaneous translation but they did not elaborate any further. Last but not least, the remaining respondents (n=14) noted that they ask their students to prepare

their reading assignment by translating new vocabulary and they let them use a dictionary from time to time in the classroom.

Most of the respondents, according to their reports, seem to implement translanguaging pedagogies that are used strategically and for specific purposes. This implementation reveals that they do encourage students to use their first language knowledge and their whole linguistic repertoire. It was explained by some respondents that they use them to assess students' comprehension, increase their understanding of the class content, and keep students engaged. Additionally, they mentioned some of the strategies such as having their students summarize what they have learned in Arabic, finding synonyms in Arabic, and doing some academic translation tasks.

Given the limited reported data, one can also conclude that some of the EFL translanguaging pedagogies in Libyan high schools are effective and supported by nowadays research studies. Some researchers illustrated that students can read a text or watch a video in their first language and summarize the content and discuss it orally in the target language (Cenoz & Gorter, 2022; Lewis et al., 2012; Williams,1994). According to Lewis et al. (2012) when students switch between the two languages for input and output, several cognitive skills are activated. Multilingual speakers will be more successful in learning and using a target language if they are allowed to make use of their full linguistic repertoire (Cenoz & Gorter, 2020). However, still EFL teachers' translanguaging methods in Libyan high schools according to the collected reported data may seem to be spontaneous and weak forms of translanguaging pedagogies. As they reported that it is mostly oral and does not require much planning and preparation. Lastly, it is only conducted when necessary, as some respondents mentioned.

5- Libyan High School EFL Teachers' Reported Challenges When Using English Extensively in Classroom

What are the reported challenges EFL teachers in Libyan public high schools face when they use the target language as a medium of instruction?

As a final question, respondents were asked an open-ended question to report challenges they face when utilizing English extensively in the classroom. Based on collected data from 77 EFL teachers from different high school districts in Libya that their use of English as the primary language of instruction is hindered by similar challenges. Educators reported difficulties that are associated with students' factors and could be addressed by teachers, such as negative attitude, anxiety, low attention span, lack of motivation, lack of family support, administrative support, technology, teaching methods and training, large class size, frequency of classes, time allotted to complete curriculum, teacher proficiency, range of students' abilities and many more. See below for more details.

They reported students' lack of comprehension (n=31); students' lack of motivation (n=5); students' lack of conversation skills (n=6); students' lack of motivation (n=5); students' lack of conversation skills (n=6); students' lack of confidence to speak in target language (n=4); students' low reading ability (n=1); students' lack of vocabulary (n=4); students' frustration and anxiety (n=3) and students' negative attitude (n=5).

In addition, there are some challenges that require teaching training and administrative efforts to be resolved, such as teachers' excessive concern with students' comprehension (n=1); inconsistent teaching methods (curriculum communicative teaching methods and teachers' traditional teaching methods) (n=1); lack of teaching materials and technologies (n=1); students'

low attention span (n=2); parents' lack of knowledge about English (n=1); students' lack of English language basics (n=6); students' diverse range of ability (n=2); teachers' proficiency (n=1); large class size (n=3); classroom management issues (n=1); curriculum does not match students levels (n=2); inconsistency in information students receive from teachers (n=1).

Considering this question is the focus of this study, respondents had to select whether they face specific challenges, whether they do not face them, or if they are unsure so they can select "maybe". (See tables 3, 4, and 5 showing a breakdown of those challenges with the respondents' answers). Table 3 shows the challenges associated with students' factors that EFL teachers face when utilizing English as the medium of instruction. The reported data shows that the most serious challenge is students' negative attitude toward learning English (n=50, 70%); the following most serious challenge is students' frustration and anxiety (n=49, 69%). There is also the students' lack of motivation (n=42, 59%), and students' low attention span (n=41, 57%) which seem to be significant obstacles as well.

Table 3

EFL Teachers' Reported Challenges Associated With Students

Challenges	Yes	No	Maybe	Count
Students' negative attitude	(n=50, 70%)	(n=6, 8%)	(n=15, 21%)	71
Students' frustration and anxiety	(n=49, 69%)	(n=7, 9%)	(n=15, 21 %)	71
Students' lack of motivation	(n=42, 59%)	(n=6, 8 %)	(n=23, 32%)	71
Students' low attention span	(n=41, 57%)	(n=9, 12 %)	(n=21, 29 %)	71

Next, we turn to obstacles that are beyond teachers' control (see table 4). A significant number of respondents agreed that the time allotted to complete the curriculum (n=57, 80%); and large class size were big challenges (n=54, 76%). The data also indicates a lack of technology (n=51, 71%); along with that, they do not receive any administrative assistance (n=42, 59%); and the frequency of class sessions (n=39, 54%). Among the obstacles they face, lack of family support seems to be the least significant (n=32, 45%).

Table 4

EFL Teachers' Reported Challenges Beyond Teachers' Control

Challenges	Yes	No	Maybe	Count
Time allotted to complete curriculum	(n= 57, 80%)	(n=4, 5%)	(n=10, 14%)	71
Large class size	(n=54, 76 %)	(n= 8, 12%)	(n=9, 11%)	71
Lack of technology	(n=51, 71%)	(n=16, 22%)	(n= 4, 5%)	71
Lack of administrative support	(n=42, 59%)	(n= 15, 21%)	(n=14, 19%)	71
Frequency of class sessions	(n=39, 54%)	(n=12, 16%)	(n=20, 28%)	71
Lack of family support	(n=32, 45%)	(n= 9, 12%)	(n= 30, 42%)	71

Lastly, the challenges involving teaching training (see Table 5). Respondents were asked to select out of some obstacles that require teaching training, their selection indicated that the most significant challenge is the students' diverse range of abilities (n=59%, 83%); followed by lack of teaching methodology and training (n=44, 61%); then it appears that the need for establishing rapport with students (n=41, 57%) is also a challenge that prevents them from

utilizing English as the language of instruction. Additionally, 54% (n=39) of respondents agreed

that their excessive concern with students' comprehension; and classroom management issues

(n=36, 50%) are among the significant obstacles too. However, delivering grammar lessons

(n=35, 49%) and teachers' proficiency (n=31, 43%) seem to be less significant challenges as data

shows.

Table 5

EFL Teachers' Reported Challenges Involving Teaching Training

Challenges	Yes	No	Maybe	Count
Students' diverse range of ability	(n= 59, 83%)	(n=4, 5%)	(n=8, 11%)	71
Lack of teaching methodology and training	(n= 44, 61%)	(n=13, 18%)	(n=14, 19%)	71
Establishing rapport with the students	(n=41, 57%)	(n=16, 22%)	(n=14, 19%)	71
Excessive concern with students' comprehension	(n= 39, 54%)	(n= 14,19%)	(n= 18, 25%)	71
Classroom management issues	(n=36, 50 %)	(n=22, 30%)	(n=14, 18%)	71
Delivering grammar lessons	(n=35, 49%)	(n=29, 40%)	(n=7, 9%)	71
Teachers' proficiency	(n=31, 43%)	(n=17, 23 %)	(n= 23, 32%)	71

The results indicate that respondents selected most of the specific obstacles they were

asked about when asked about the challenges faced by EFL teachers in Libyan high schools.

These challenges are Students' lack of motivation, students' negative attitude, students'

frustration, and anxiety, students' low attention span, lack of family support, lack of

administrative support, lack of technology, large class size, frequency of class sessions, time

allotted to complete curriculum, teachers' proficiency, students' diverse range of ability, lack of teaching methodology and training, classroom management issues, delivering grammar lessons, excessive concern with students' comprehension, and establishing rapport with the students. The figure shows clearly that most respondents (83% - 43%) selected "yes" for most challenges mentioned in the list. It also shows that only (40% -5%) said "no" about some of the challenges. Finally, it shows only a few (42%-5%) selected "maybe" about some of the challenges.

Finally, these results are supported by previous research studies such as Mohsen (2014) who concluded that teaching English in Libya encounters many obstacles such as a lack of qualified teachers, lack of language teaching aids, lack of language laboratories at schools, lack of programmed language teaching training for the teachers, and the absence of programmed training to make EFL teachers able to use Internet and computer professionally in teaching. Pathan et. al. (2016) also in their study of challenges and issues in Libyan EFL classrooms states that the "very basic educational technologies and teaching aids are missing in the Libyan schools" (p. 35). Teachers and learners are affected by these obstacles and it causes them many challenges to navigate in their EFL classrooms as we have seen above.

Conclusion

This current research study aimed to present an overview of Libyan EFL teachers' beliefs, practices, and challenges regarding target language use in public high school classrooms and also to propose some translanguaging pedagogies to help EFL teachers to achieve balanced and effective pedagogies to empower EFL Learners to speak in the target Language. The central questions for this research were as follows:

1- How much do EFL teachers reportedly use the target language in their classrooms in Libyan public high schools? And what is their goal for English language use in their EFL classroom?

2-What language do they reportedly use for the various classroom functions (Academic and Non-academic functions) in Libyan High School Classrooms?

3- To what extent do EFL teachers in Libyan public high schools report empowering their students to keep speaking in the target language? What are their reported pedagogical strategies to accomplish that?

4- Do EFL teachers in Libyan public high schools use translanguaging pedagogical methods? What are their reported translanguaging pedagogical strategies?

5- What are the reported challenges EFL teachers in Libyan public high schools face when they use the target language as a medium of instruction?

Based on the reported data collected using the online survey; most EFL teachers in Libyan public high schools have a goal of 80 to 90% utilization of target language use in the classroom. However, their actual use of English (TL) in the classroom differs significantly and ranges roughly from 50% to 80%. The reported data shows that classroom academic functions are done using both English and Arabic, and the vast majority of Libyan EFL teachers in high schools use English to teach terminology and task instructions. It is also found that most of them use Arabic extensively to present metalinguistic explanations and they mostly use both Arabic and English for scaffolding. Similarly, in the classroom non-academic functions, most respondents use

English language primarily to deliver practical information and classroom management. Nonetheless, most of them reported using Arabic language for Empathy and solidarity.

A narrow range of effective teaching pedagogies that would empower students to speak in the target language in the classroom was reported. This reveals that only a few EFL teachers in Libya could report their teaching methods in the survey, and they seem to be aware of such effective teaching pedagogies. Here are some of their reported teaching techniques: pairwork, group work, and playing games; group participation; rewarding with grades; focusing on teaching grammar, writing vocabulary on the board and correcting mistakes; flashcards and silent reading; posters and "data show games"; modeling before speaking and writing activities using specific language chunks and full related phrases; language clues and new vocabulary; presentations using technology; color coding; gaining confidence by reading loudly; facial expressions and body language; positive feedback; and having students explain lessons independently to their classmates. Even though they are effective and good strategies, most of them are traditional and lack creativity.

They were also asked to report on their use of translanguaging pedagogical methods; the majority reported implementing translanguaging pedagogies strategically and for specific purposes. These reported translanguaging takeaways strategies are having their students summarize what they have learned in Arabic, finding synonyms in Arabic, and doing some academic translation tasks. They reported using them to assess students' comprehension, increase their understanding of the class content, and keep students engaged. Likewise, they reported that they are mostly conducted orally and on an as-needed basis. There were also some other weak forms of translanguaging such as the grammar-translation method (GTM) and using dictionaries

to translate new vocabularies found in their new reading texts.

Finally, there were many challenges reported by the respondents such as students' lack of motivation, students' negative attitude, students' frustration, and anxiety, students' low attention span, lack of family support, lack of administrative support, lack of technology, large class size, frequency of class sessions, time allotted to complete curriculum, teachers' proficiency, students' diverse range of ability, lack of teaching methodology and training, classroom management issues, delivering grammar lessons, excessive concern with students' comprehension, and establishing rapport with the students. The vast majority of respondents responded "yes" to most challenges mentioned in the list above. Only a few responded "no" or "maybe" about some of the challenges.

Study Limitations

Nevertheless, these current study findings are limited since they were based solely on a survey form that included questions, so it is suggested to collect more accurate data using various research methods. Actually, they are limited because they are only a reflection of participants' reported answers in a survey form; it did not use any other research method such as class observation, or interviews with administrators, counselors, and teachers. Additionally, the sample size for the survey is small and not all participants were able to answer all questions. Possibly the survey's open-ended questions or internet issues are to blame. Nevertheless, it is important to consider some of these implications for further research.

Study Challenges

This research study also had a few challenges such as finding EFL teachers willing to participate in the online survey and answer all the questions. To overcome this challenge, I asked my friends to spread the survey link in many Facebook groups to collect the needed samples. Educators were assured that their surveys are unknown; even the researcher can't know them. Despite my efforts, I was not able to get 200 educators to answer all the survey questions as I desired; almost half of the participants did not answer all the survey questions.

Study Implications

However, the research study results of this exploratory study are very significant for Libyan EFL teachers and the Ministry of Education in Libya. They would use these results to improve the foreign language teaching system in Libya. For instance, they would program intensive training for Libyan EFL teachers to be more qualified for teaching English as a foreign language in Libyan public schools. They would teach them more effective pedagogical techniques to improve students' speaking and communicative skills, so they would be able to provide comprehensible input and empower their learners to speak extensively in the target language in the classroom.   Moreover, many teaching ideologies might change in Libya's Ministry of Higher Education. Teachers might need an EFL license before they are allowed to teach English, for instance. To receive this EFL teaching license, teachers must attend special EFL courses and pass a few teaching assessments.

 Likewise, they would import more professional teaching aides and incorporate the use of technology in Libyan EFL classrooms. They would also build libraries in each public school in Libya to motivate students to read stories and novels in English to expand their vocabulary and

interactive expressions.

Using these research study conclusions, I developed some translanguaging pedagogies based on my experience as an EFL learner and teacher that could assist EFL teachers in this Libyan context in achieving balanced and effective pedagogies so that EFL learners can speak the target language with confidence. Here are the proposed translanguaging pedagogies:

Proposed Translanguaging Pedagogies and Effective Teaching Techniques

We have seen above that it is quite challenging to encourage EFL teachers and students to speak English extensively in the classroom due to many challenges. Therefore, I suggest implementing translanguaging pedagogies and some other effective teaching techniques to direct and organize the use of the first language in the classroom. It also aims to achieve balance and encourage students to use the target language extensively. Students can raise metalinguistic awareness by using the languages in their multilingual repertoire as resources and conducting activities to reflect on languages when some of those languages are not included in the curriculum (Cenoz & Gorter, 2022; Carbonara & Scibetta, 2020; García et al., 2017; Günther-van der Meij et al., 2020).

For instance, students can read a text or watch a video in their first language and summarize the content and discuss it orally in the target language (Cenoz & Gorter, 2022; Lewis et al., 2012; Williams,1994). According to Lewis et al. (2012) when students switch between the two languages for input and output, several cognitive skills are activated. Multilingual speakers will be more successful in learning and using a target language if they are allowed to make use of

their full linguistic repertoire (Cenoz & Gorter, 2020). The aim of translanguaging pedagogies is to help students gain a deeper understanding of the lessons delivered, so they are more confident to participate and be active in class using the target language. They will finally be able to communicate spontaneously in unrehearsed conversations. Below are some effective teaching strategies to achieve these goals:

- First of all, instead of saying no Arabic (first language) during class time, say it is the best time for you to practice speaking in the target language using the newly learned vocabulary and conversation skills. Knowing the purpose of speaking in TL motivates them to be brave and practice what they learn.

- Flexible grading system: usually EFL students especially in Libya get frustrated and worried about grades. In other words, they want to get high grades and they think making mistakes during class time while speaking decreases their grades. Therefore, a flexible grading system would be helpful to encourage them to speak in TL in the classroom and to decrease their anxiety and frustration.

- Positive feedback: students' efforts to speak in TL should be recognized and appreciated to build a positive attitude and high self-esteem.

- Implementing authentic materials to get students engaged in the class and get them exposed to real language. EFL teachers in Libyan high schools should incorporate authentic material in both their first language and target language such as show videos, cartoon movies, newspaper articles, etc. in their curriculum to encourage students to focus and participate in class activities. To illustrate, they can have their students

summarize text paragraphs or videos which are in Arabic into English and vice versa. Using authentic materials is beneficial in teaching any language. Summarizing videos and texts in both the first and target language encourages students to participate confidently using their whole linguistic repertoire.

- Modeling: Libyan EFL teachers should pay more attention to modeling. Many students can't participate in class activities because they do not know what to do and how. Modeling should be in both languages (first & target language), especially when the class content is hard for the students to understand.

- Discussions in pairs and in small groups and then as one whole group participation: this strategy makes students get enough time to prepare for participation in class. In my experience as a Libyan learner and teacher of English, most Libyan public schools set students in a very traditional manner. This means they never change partners or sit in groups throughout the year. Grouping students according to their capabilities is also beneficial for large classes, as they can assign groups and include students at a higher level in each group to assist the other students.

- Explicit and implicit instruction: EFL teachers in Libya should focus on both equally, explicit and implicit instruction. They have to give definitions, grammar, and many vocabulary attributes besides exposing students to these words and giving them opportunities to do a great deal of reading, writing, and speaking activities to practice this vocabulary.

- Ample time to practice newly learned vocabulary, expressions, and speaking skills: EFL

learners have to get time to practice with their teacher the pronunciation of the new words and expressions as many students are shy and anxious to use new vocabulary because they are not confident that they can pronounce it correctly.

- Intensive vocabulary lessons are a significant part of EFL students' learning process in addition to pronunciation instruction. Learning vocabulary and translating them in their first language is one of the main tools for EFL learners to get encouraged and speak in TL. Therefore, I recommend that Libyan EFL teachers pay more attention to teaching vocabulary.

- Active conversation strategies are significant to be taught and practiced properly in EFL classrooms to encourage them to speak continuously in the classroom in the target language. These strategies are the techniques that are used by a speaker and listener to keep the conversation active. These techniques are phrases, vocabulary, and conventions used for conversation starters, formal agreement, and disagreement, asking questions, asking for clarifications, asking follow-up questions, sharing information, summarizing events, taking decisions...etc. EFL teachers need to give enough time to learn them and practice them in their first language and target language.

- Adjusting the speaking curriculum according to students' levels and their learning personalities; Through teaching courses organized by the higher education committee, EFL teachers will be able to adjust the speaking curriculum according to students' levels and personalities. After a long run of implementing this teaching technique, EFL students with a wide range of abilities will benefit from the ability to participate confidently in TL in the classroom.

- Creative projects that let students have more speaking practice time in TL are significant too. For instance, having students prepare presentations, do independent searches, and fill out forms about specific identities then sharing with the class as a whole group, role play, and act in the classroom in pairs and in groups. During these projects, they can ask some students to be volunteers to be interpreters in these activities so they can improve their linguistic skills using both languages.

- Storytelling is one of the most efficient ways to engage students and encourage them to speak and practice new vocabulary and expressions.

- EFL teachers in Libya have to be initiatives to build a supportive connection with students' parents. They can schedule at least two meetings during the year; one meeting for each semester. In their meeting with parents, they can discuss their students' strengths and weaknesses and how their EFL teachers and parents help to overcome these difficulties.

- Finally, the frequency of class sessions and short class times with large class sizes were also challenging obstacles. Assignments would be very important to save time and let students practice what they have learned. These assignments should be creative to grab their attention and have them practice the new expressions and vocabulary they learned. For instance, having students write short stories using the new vocabulary they have learned besides showing them what are the main elements for writing a story (main characters, plot, solution, setting, and point of view). Again, pair and group work are also recommended here so that students can learn how to collaborate and share their ideas in

their creative projects.

To conclude, these proposed teaching methods that involve translanguaging would be very effective in any EFL classroom and specifically in the Libyan context. They are easy to implement and do not require much effort from teachers or students. They are suggested to help EFL teachers to overcome some of the challenges that were reported to occur when utilizing the English language primarily in teaching. These suggested teaching methods are to encourage Libyan EFL teachers to get rid of the traditional teaching methods and follow modern teaching ones!

References

Al Taieb, S., & Omar, Y. Z. (2015). Obstacles Libyan teachers of English encounter while implementing English language curriculum in Libyan high schools. *Journal of Modern Education Review*, *5*(9), 840-853.

Bateman, B. E. (2008). Student teachers' attitudes and beliefs about using the target language in the classroom. *Foreign Language Annals*, *41*(1), 11-28.

Bransford, JD., Brown, AL., & Cocking, RR. (eds) (2000) How people learn: Brain, mind experience and school. Washington, DC: National Academies Press.

Brown, H.D. (1994). Teaching by principles: an interactive approach to language pedagogy. Englewood Cliffs, NJ: Prentice-Hall Regents.

Butzkamm, W., & Caldwell, J. A. (2009). *The bilingual reform: A paradigm shift in foreign language teaching*. Narr Francke Attempto Verlag.

Carbonara,V., & Scibetta, A. (2020) Integrating translanguaging pedagogy into Italian primary schools: Implications for language practices and children's empowerment. *International Journal of Bilingual Education and Bilingualism*. Epub ahead of print 5 Apil 2020. DOI: 10.1080/13670050.2020.1742648

Carson, E., & Kashihara, H. (2012). Using the L1 in the L2 classroom: The students speak. The Language Teacher, 36(4), 41-48. https://doi.org/10.37546/JALTTLT36.4-5

Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2(2011), 1–28. https://doi.org/10.1515/9783110239331.1

Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World Englishes*, 39(2), 1–12. https://doi.org/10.1111/weng.12462

Cenoz, J., & Santos, A. (2020) Implementing pedagogical translanguaging in trilingual schools. System 92. Epub ahead of print 3 May 2020. DOI: 10.1016/j.system.2020.102273.

Cenoz, J., & Gorter, D. (2022). Pedagogical translanguaging and its application to language classes. *RELC Journal*, *53*(2), 342-354.

Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World Englishes*, *39*(2), 300-311.https://doi.org/10.1111/weng.12462

Chambers, F. (1991). Promoting use of the target language in the classroom. *Language Learning Journal*, *4*(1), 27-31. https://doi.org/10.1080/09571739185200411

Christie, C. (2011). *Speaking spontaneously: An examination of the University of Cumbria approach to the teaching of modern foreign languages* (Doctoral dissertation, Institute of Education, University of London).

Crouse, D. (2012). Going for 90% plus: How to stay in the target language. *The Language Educator*, *7*(5), 22-27.

Devon. (2019, September 26). *Why 90% target language is 100% possible in your world language classroom*. La Libre Language Learning. Retrieved September 6, 2022, from https://lalibrelanguagelearning.com/why-90-target-language-is-100-possible-in-your-world-language-classroom/

Elabbar, A. A. (2014). Libyan English as a foreign language school teachers'(LEFLSTs) knowledge of teaching: Action research as continuing professional development model for Libyan school teachers. *IOSR journal of humanities and social science*, *19*(4), 74-81.

García, O., Ibarra Johnson, S., & Seltzer, K. (2017) The translanguaging classroom. Philadelphia: Caslon.

Günther-van der Meij, M., Duarte, J., & Nap, L. (2020) Including multiple languages in secondary education: A translanguaging approach. European Journal of Applied Linguistics 8(1): 73–106.

Humphries, N. (2012). "Libya ELT Set for Lift-Off". EL Gazette, 393, October 2012

International Association of Universities (IAU) (2009). Structure of educational system: Admissions to higher education recognition of Foreign Credentials. Retrieved from http://www.iau-aiu.net/ on 15 August 2013.

Krulatz, A., Neokleous, G., & Henningsen, F. V. (2016). Towards an understanding of target language use in the EFL classroom: A report from Norway. *International Journal for 21st Century Education*, *3*(Special), 137-152.

Lee, J. F., & VanPatten, B. (1995). Making communicative language teaching happen. Volume 1: Directions for language learning and teaching. McGraw-Hill, Inc., 860 Taylor Station Rd., Blacklick, OH 43004-0545; toll-free: 800-722-4726.

Levine, G. S. (2003). Student and instructor beliefs and attitudes about target language use, first language use, and anxiety: Report of a questionnaire study. The Modern Language Journal, 87(3), 343-364. https://doi.org/10.1111/1540-4781.00194

Littlewood, W., & Yu, B. (2011). First language and target language in the foreign language classroom. *Language Teaching, 44*(1), 64-77. doi:10.1017/S0261444809990310

Liu, Y., & Fang, F. (2020). Translanguaging theory and practice: How stakeholders perceive translanguaging as a practical theory of language. RELC Journal. https://doi.org/10.1177/0033688220939222

Lewis, G., Jones, B., & Baker, C. (2012) Translanguaging: Origins and development from school to

street and beyond. *Educational Research and Evaluation,* 18(7): 641–654.

Madkur, A., Friska, Y., & Lisnawati, L. (2022). Translanguaging pedagogy in ELT practices: Experiences of teachers in Indonesian Pesantren-based schools. *VELES Voices of English Language Education Society*, *6*(1), 130-143.

McMillan, B. A., & Rivers, D. J. (2011). The practice of policy: Teacher attitudes toward "English only". *System*, *39*(2), 251-263.

Mohsen, A. H. S. (2014). Teaching English as a foreign language in Libya. *Scientific research journal*, *2*(11), 58-64.

Mouhanna, M. (2009). Re-examining the role of L1 in the EFL classroom. *UGRU journal*, *8*, 1-19.

Pathan, M. M., & Marayi, Z. E. (2016). Teaching English as a foreign language in Libyan schools: Issues and challenges. *International journal of English and education*, *5*(2), 19-39.

Rivers, D. J. (2011). Politics without pedagogy: Questioning linguistic exclusion. ELT Journal, 65(2), 103-113. https://doi.org/10.1093/elt/ccq044

Prada, J. (2019) Exploring the role of translanguaging in linguistic ideological and attitudinal recon-figurations in the Spanish classroom for heritage speakers. Classroom Discourse 10(3–4):306–322.

Santos, A., Cenoz, J., & Gorter, D. (2017) Communicative anxiety in English as a third language.*International Journal of Bilingual Education and Bilingualism* 20: 823–836.

Soliman, S. (2013). Libyan teachers' attitudes and beliefs regarding the use of EFL authentic materials within reading lessons at Universities levels in Libya. *International Journal of Learning & Development*, *3* (5), 121-129.

Turnbull, M. (2001). There is a role for the L1 in second and foreign language teaching, but…. *Canadian modern language review*, *57*(4), 531-540. Published Online: September 19, 2006: https://doi.org/10.3138/cmlr.57.4.531

Thompson, A. S., & Lee, J. (2013). Anxiety and EFL: Does multilingualism matter? *International Journal of Bilingual Education and Bilingualism*, 16 (6), 730-749. https://doi.org/10.1080/13670050.2012.713322

Williams, C. (1994) Arfarniad o Ddulliau Dysgu ac Addysgu yng Nghyd-destun Addysg Uwchradd Ddwyieithog [An evaluation of teaching and learning methods in the context of bilingual secondary education]. Ph.D. Thesis, University of Wales, Bangor. [In Welsh.]

Appendix A

Section 1

Background information Questions

Gender

◯ Male

◯ Female

Age

◯ 20 to 29

◯ 30 to 39

◯ 40 to 49

◯ 50 to 59

◯ 60 +

What is the highest degree you have completed?

◯ Some high school or less

◯ High school diploma or GED

◯ Some College, but no degree

◯ Associates or technical degree

◯ Bachelor's Degree

◯ Graduate or professional degree (MA, MS, MPA, Ph.D., JD, MD, DDS, etc.)

◯ Prefer not to say

Native language

◯ Arabic language

◯ Other; please specify

[ ]

Nationality

◯ Libyan

◯ Syrian

◯ Palestinian

◯ Egyptian

◯ other; please specify

[ ]

- **Libyan city you are from/lived for a long time.**

[ ]

- **Teaching experience (how many years have you been teaching?)**

[ ]

- **Which grades do/did you teach**

[ ]

Section 2
Research Study Questions

Please specify which language you use for the following academic classroom functions.

	English	**Arabic**	**Both**
Scaffolding	◯	◯	◯
Metalinguistic explanations	◯	◯	◯
Terminology	◯	◯	◯
Task instructions	◯	◯	◯
Grammar	◯	◯	◯

Please specify which language you use for the following classroom non-academic functions

	English	**Arabic**	**Both**
Practical information	◯	◯	◯

Solgirity/empathy	○	○	○
Class management	○	○	○

2- How would you rate your actual use of English language in the high school classroom?

    (what is the estimated percentage?)

○ 50% or less

○ 60%

○ 70%

○ 80%

○ 90%

○ Other; please specify

[   ]

3- According to your experience; what is a realistic goal for English language use in

classrooms?

○ 50% or less

○ 60%

○ 70%

○ 80%

○ 90%

○ Other; please specify

[ ]

Section 3

4- Is maintaining 90% of English language use a realistic goal in EFL (English as a foreign language) classrooms at all high school grades? If not, what would be a realistic goal for English language use in Libyan High school classrooms? Please explain based on your experience.

[ ]

5- In what contexts have you seen that 80-90% goal was more applicable and/or less applicable? (Please add the estimated percentage of English language use for each according to your experience)

First-year high school students

[ ]

Second-year high school students

[ ]

Third-year high school students

6- **What are your classroom language use policies? Why do you use these policies and how do you enforce them?**

7- **Do you use some effective teaching strategies to empower your students to use the target language in the classroom? What are they? How effective are they in promoting English language use in the classroom?**

8- **What are the challenges you face when you use English language extensively in the classroom? Please support your answer with examples.**

9- **Do you use some translation tasks to teach English in your classroom? How and what are some examples?**

Section 4

10- **What are the challenges you face when you try to use the target language extensively in the classroom?**

                                   Yes   **No**   **Maybe**

Students' lack of motivation ○ ○ ○

Students' negative attitude ○ ○ ○

Students' anxiety and frustration ○ ○ ○

Students' low attention span ○ ○ ○

Lack of administrative support ○ ○ ○

Lack of family support ○ ○ ○

Lack of technology ○ ○ ○

Frequency of class sessions ○ ○ ○

Large class size ○ ○ ○

Time allotted to complete the
curriculum ○ ○ ○

Teacher's proficiency ○ ○ ○

Students diverse range of ability ○ ○ ○

Lack of teaching methodology training ○ ○ ○

Classroom management issues ○ ○ ○

Delivering grammar lessons ◯ ◯ ◯

Excessive concern with the students' comprehension ◯ ◯ ◯

Establishing rapport with the students ◯ ◯ ◯