

**A Study on Libyan In-service Teachers' Perceptions of the English  
Language Program from Which They Have Graduated  
(An Urgent Need to Train the Untrained)**

Najma Salem Agila<sup>1</sup>, Hussein Alhadi Mohammed<sup>2</sup>, Najah Almajdoub Alahmar  
Zubaydah<sup>3</sup>

college of languages and translation Zaytouna University<sup>1,3</sup>  
The High Institute of Science and Technology Awalad Ali<sup>2</sup>

ان برامج تدريب المعلمين لها تأثيرا إيجابيا على أداء الطلاب ولكن لا يوجد فهم جيد حول كيفية  
التدريب الحقيقي الذي يتلقاه المعلمين أثناء دراستهم وإلى أي مدى هذا التدريب يكون ذو  
كفاءة. لذلك فإن هذه الدراسة صممت للتحقيق في وجهة نظر بعض المعلمين الذين تخرجوا  
من قسم اللغة الانجليزية من جامعة الزيتونة كلية الآداب والعلوم في مدينة تهرهونة بليبيا.  
كما أن الدراسة تهدف إلى تسليط الضوء على هؤلاء الخريجين لمحاولة مساعدتهم في تطوير  
أدائهم التدريسي من خلال توفير بعض برامج التدريب وورش العمل. أداة تجريب البينات التي تم  
استخدامها في هذه الدراسة عبارة عن استبيان صممه كو سكين ودالوق (2010). أظهرت النتائج  
بان المعلمين الذين تخرجوا من قسم اللغة الانجليزية غيرا ضونا بالمخرجات من هذا البرنامج  
حيث ان درجة عدم الرضا كانت مرتفعة جدا مع اغلب عناصر الاستبيان. فغياب مواد مهمة مثل  
التقييم طرق التريس وبرامج تعليم المعلمين يجعل من الصعب عليهم التدريس بكفاءة.

**Abstract**

Teacher training has a positive effect on students' successful performance; however, there is no good understanding of how teachers are actually trained and how effective the teaching programs are. Thus, the current study has been designed to investigate the perceptions in- service teachers have towards the program they have graduated from at Zaytuna University, faculty of Arts and Science department of English Language, Tarhuna region, Libya. The study has also been designed to shed more light on those teachers to help them improve their performance by providing them with good training and workshops. The

instrument used in this study was a questionnaire developed by Coskun and Daloglu (2010). The results of the study show that the in-service teachers were not satisfied by the outcomes of their general English program and the rate of dissatisfaction with most of the items was quite high. Lack of vital courses like assessment, methods of teaching and learning, and teacher education make it hard for them to teach effectively.

Key words: teacher training programs, Libya, in-service teachers, perceptions.

#### Introduction

The main goal of teacher education programs is to prepare future student teachers with “content knowledge, understanding of cognitive, psychological, and linguistic development, as well as the current and historic pedagogical theories, and methodologies” (O’Neal, Ringrer, & Rodriguez, 2008, p. 5). In addition, Dickson et al. (2006) mentioned that courses in the program should be coherent and be in line with experiences of school-based mentors, as well as with other experiences like educational experience of students. Another important point, based on Thompson (2010), is that how these courses are related to ‘real world’ of teaching. For example, Thompson (2008) reflected on Grossman et al.’s (2000) study of teachers who completed a course and developed a good theoretical knowledge of writing instruction but they had trouble with the practical application. The major argument is that teacher education system should shift from theory instruction to practical training and show student teachers what they are expected to do in the real classroom. However, practical training itself should be effective too. For example, as Dewey (1938) argues, not all practicum experience is effective. A good practicum is the one which allows student teachers to take responsibility for their professional development and continue their learning (Zeichner, 1996). Despite the significance of teacher education courses, the general programs like the one from the participants of this study has graduated from, lack practical trainings that prepare teachers to teach inside a real classroom context, and also there is not enough evidence supporting that these programs prepare effective teachers with the ultimate aim of students’ learning, and very few studies have investigated this topic.

#### **Department of English Language at the Faculty of Arts and Sciences in Libya**

English Language department at the college of Arts and Sciences in the city of Trhuna, Libya from which the participants of this study have graduated from, is

a four-year program which trains students for their future profession in English language teaching because of the lack of teacher education programs in the country. The courses offered at each year of the program can be seen in Appendix C.

It is worth mentioning here that the college of Arts and Sciences at Zaytuna University, Tarhuna, Libya has only been changed into the college of Education in 2016. Before that year students graduate from the department of English Language, college of Arts and Sciences and simply start teaching at primary and secondary schools because of the lack for teachers from the colleges of Education. Appendix D is the official document of changing the college of Arts and Sciences into the college of Education. The document has been legally translated and the first item of the table included shows the name of the college from which the participants of the current study have graduated from.

### **Objective of the Study**

This study has evaluated in-service teachers' perceptions of the program they have graduated from, especially its shortcomings to understand if these programs prepare them to teach in real classroom settings in a Libyan context.

### **Research questions**

**What are the Libyan in-service teachers' perceptions towards their English Language program?**

**To what extent those in-service teachers are satisfied or unsatisfied about that program?**

### **Review of Literature**

Yerian and Grossman (1997) talked about the modifications that had been made to third level and teacher education. One of these reforms includes Professional Development Schools (PDSs) in which school practitioners and university instructors collaborate in order to develop novice professionals but the authors found little evidence of the effectiveness of these endeavors so they decided to evaluate pre-service teachers' perception of their middle level teacher education experience. The sample included 44 respondents in regular teacher education program and 30 respondents in a PDS program. A questionnaire base on Likert scale was used to collect data (Cronbach's Alpha: .66-.92). The findings indicated that the PDS model had a positive influence on teachers' beliefs about teaching and learning. The PDS teachers felt they are better prepared to start teaching at the middle level. The PDS' independence from the

total educational program was responsible for its effectiveness, and students appreciate the focus on a particular lever, such as teaching at the third level.

Beck and Kosnik (2002) explained that practicum has an important role for student and associate teachers, as well as university faculty. So, they administered a study to obtain more details about teachers' experience regarding the practicum, or the type of support that student teachers need. They also integrated the practicum with the campus program. In their study, associate teachers have the role of supervisors. The participants were 65 student teachers in the first year of the teacher education program which makes student teachers ready to teach at the elementary level. The data was collected by interviewing eleven student teachers and also a questionnaire about the practicum. The findings showed that the student teachers found these components as important for practicum placement: 1) receiving emotional support from the associate teacher, 2) peer relationship with the associate teacher, 3) collaboration with the associate teacher, 4) flexibility in teaching content and method, 5) feedback from the associate teacher, 6) taking a rigorous approach towards teaching and learning by associate teachers or supervisors, and 7) having an appropriate amount of workload during the practicum. The findings also highlighted that the student teachers' main focus was on learning classroom skills, to receive a comprehensive evaluation, and to survive during the practicum.

Fajet, Bello, Leftwich, and Shaver (2005) investigated pre-service teachers' perceptions of beginning education courses using a survey and a semi-structured interview. The writers wanted to gain information about the qualities of these courses as well as characteristics of both good and poor teachers. The participants were 62 students enrolled in the University's introductory education course. Data was collected using a questionnaire and an online-survey. In addition, a voluntary interview was administered to probe students' survey questions further. The results showed that, according to the participants' perception, negative and positive characteristics of language teachers were related to affective personal characteristics; pedagogy or classroom management; their attitudes toward students, and job or teaching; and knowledge of the subject matter. Moreover, the writers mention that the complexity of teaching is underestimated. In the same way, the pre-service teachers mentioned that teaching is not only the matter of teachers' knowledge and skill, rather, it is primarily a task containing affective, interpersonal relationships.

Goktas, Yildirim, & Yildirim (2008) studied 1,429 K-12 teachers, 1,330 prospective teachers, and 111 teacher educators' perception of Information and Communications Technologies (ICT)-related courses integrated in Turkey's pre-service teacher education programs. A questionnaire developed by Tinmaz (2004) was used to collect data and six teachers were also interviewed. The ICT-related courses were computer and ITMD. The results showed that teacher educators and pre-service teachers believed that the ICT-related course in the teacher education program was effective but K-12 teachers who had been graduated from a different and new curriculum was not very satisfied with these courses. With regard to ITMD courses, K-12 teachers and teacher educators believed that these courses are more effective than computer courses.

O'Neal, et al. (2008) examined to what degree the English teachers in US feel that the teacher training courses would prepare them to teach English courses. Therefore, 24 teachers at a rural elementary school in eastern North Carolina were interviewed. Teachers were interviewed regarding their perceptions of their preparedness to teach English language in the mainstream classrooms. Most of these researchers had received their licenses during the past ten years. The results showed that only 25% of the teachers felt that these courses have prepared them for teaching. They expressed that since they do not have prior learning, they like to learn more. The writers concluded that not only these teacher training courses should be revised but also there should be collaboration between local school districts to help in-service teachers become more effective teachers particularly when they teach students from diverse language backgrounds.

Thompson (2010) investigated the impact of a Master's level English teacher education program on beginning teachers' daily teaching. He examined teachers' perception of specific aspects of an English teacher preparation program that beginning teachers implement in their classrooms and also administrators and department chairs' perception of pedagogical competence of graduates from the English teacher preparation program. The participants were graduates from Master's level English teacher education program. The data was collected by Beginning Teacher Questionnaire and Administrator and Department Chair Questionnaires designed by the writer, and also by observations and interviews. The results indicated that generally participants perceived this program as highly effective in their ability to impact student achievement in the English/language arts classroom, for example, it increased

their confidence and taught them how to include suitable instructional strategies into the instruction. The writer finally mentioned that lack of participation on the part of administrators and department chairs was one of the drawbacks of the study.

Coskun and Daloglu (2010) evaluated forth year pre-service teachers in English teacher education program using Peacock's recent evaluation model in a Turkish university. These students had already experienced a new teacher education program initiated by Higher Education Council (HEC). The data was collected by a questionnaires and focused-group interviews. In general, the student teachers were satisfied with the program and most of them had similar ideas about some components like the balance among linguistic and pedagogic competences in the program. However, some of them believed that the program was not sufficient to improve student teachers' linguistic competence.

According to Johnson (2011) development of pre-service teachers entering the teaching context is one of the main responsibilities of teacher education programs. To do so, he studied standards enforced by the Tennessee Department of Education and National Council as well as the criteria related to the teacher education program from 6 Tennessee higher education institutions. The main goal of this qualitative study was to study twelve K-6 classroom teachers' perception of the effectiveness of the higher education program and to identify its useful components. The data was collected by interviewing the participants and they expressed the integration of a substantial field experience into the program. Making a link between theories and real application of the classroom was another urgency. Finally, the teachers reported that teacher education programs should represent a realistic view of the classroom setting.

In the Russian context, Matuszak (2012) studied the practical training which was integrated in modern teacher training universities. This practical training had several stages. First, preparing a place for practical training, second, administering the preliminary practical training conference in order to help student teachers in performing tasks, and third, getting acquainted with the school administration in which each student teacher takes the responsibility of a given class at a school. However, the author found several shortcomings within this system. First, because the length of the training reduced to twelve weeks, a new structure of practice is required. Second, student-teachers' independent work required electronic forms of documentation but they were limited to for example, notes of observed classes which were against state standards. Third,



student teachers are required to implement innovation technologies in their classes. The author concluded that the above problems need to be solved to increase the quality of this program.

Yavuz and Tokaya (2013) evaluated teacher educators' perception of teacher educators regarding Language Teacher Education Program. Some changes were made by in the program by the Turkish Higher Education Council (2006). These changes included the addition of new perspectives and courses related to pedagogical, content knowledge, and teaching skills, and creating a partnership between schools and faculties emphasizing the importance of the practicum. Eighteen lecturers teaching at different state universities were participated in the study. The authors used an open-ended questionnaire to collect data which was sent to the participants via e-mail. The findings showed that the teachers were not found all changes made as positive. They believed that, for example, addition of some courses, but they were not satisfied with sequence, content, structure, and procedure of the courses. Moreover, they criticized the top-down and centralized program restructuring movement, for not taking into consideration the final users of the program, such as teacher educators.

Greenfield (2013) studied elementary teachers with the same teacher preparation program perceive linguistically diverse students (LDS) who spoke more than one language. The participants were sixty-nine elementary teachers and the data was collected using the Language Attitudes of Teachers Scale (LATS). Domain analysis was used to analyze the data. On the basis of the results, most of the teachers' concerns and perceptions were related to the students, their families, and their languages. In other words, an inappropriate language is used to describe them, their parents have a low language proficiency, and the students have some learning disabilities. Teachers believed that they utilized different practices when they taught LDSs, and five actors predicted the patterns within the data: 1) the school setting, 2) percentage of native speakers inside each school, 3) number of students who are qualified for special education services, 4) teachers' language education coursework, and 5) teachers' classroom setting.

In their study about the integration of ICT by EFL teachers in Libya, Salem and Mohammedzadeh (2018) have found that ICT, as a modern tool for language teaching, is not implemented in Libya. One of the mentioned problems by teachers was related to the lack of having the adequate ICT infrastructure.

Furthermore, in the same study, it was found that the poor funding of education is also considered as a hindering factor for implementing modern teaching methods like ICT. And, at the teacher-level, the findings proved that there is a lack of possessing computer skilled teachers and in order to solve this problem, there is an urgent need for including ICT courses in the curriculum. More importantly, at the system-level, it was found out that inadequate teaching methods were recognized along with the absence of flexibility and the dominance of the traditional teaching approaches.

Those results clearly indicate that implementing ICT is not limited to using the basics of computers; however, teachers need to develop their related knowledge to use ICT for teaching the subject matter effectively.

That's to say, teachers should improve their ICT knowledge. Since, TPACK (Technological Pedagogical Content Knowledge) is widely acknowledged as the knowledge that teachers in the 21st century should possess (Hsu, 2016; Mishra, 2019).

Lowery, Roberts, and Roberts (2011) concentrated on the effect of teacher preparation programs in K-12 schools as well as higher education institutions in New Jersey because it is important to know teachers' perception of these programs. So, they interviewed K-12 teachers across mathematics, science, history, and English disciplines to understand their opinions about the alternate route (AR) teacher preparation programs in comparison with the traditional teacher preparation programs. The difference is that the traditional method is taken before entering into the classroom whereas in the AR the course is taken while teaching. The findings showed that teachers found both methods helpful. The writers also found that mentoring is very important for teachers and AR is considered as a kind of in-job training. Also, teachers with deep content knowledge can transfer concepts to students more effectively.

The literature review generally shows that there is a lack of appropriate investigation of this important topic in the literature in many contexts like Libya which is related to investigating the evaluation of the general department of English Language from which the in-service teachers who participated in this study have graduated from. Besides, most studies that have focused on this topic have evaluated for example, a particular course or integration of one aspect like technology in the program, not focusing on the program as a whole. However, some of the studies point to very important points that are related to the topic of this study. For example, Johnson (2011) pointed that the programs do not present



a realistic view of classroom settings thus when student teachers enter the real classroom environment, they may face serious challenges.

In addition, Most of these studies do not provide information on what the theoretical and practical courses these programs contain. The content and nature of these courses also need clarification. Also, the results obtained from these studies are very different, too. This shows that more studies should be conducted to see if student teachers feel that the teacher education programs really prepare them to start teaching in classroom and to what degree these programs are effective.

More importantly, TPACK (Technological Pedagogical Content Knowledge) should be focused on in countries like Libya. And, therefore, there is an urgent need for including Information and Communication Technology (ICT) courses in the curriculum of the Libyan educational system.

### **Methods of the Study**

The participants were 46 female in-service teachers who graduated from Zaytuna University, faculty of Arts and Sciences, Tarhuna. The population was about 100 but only 46 teachers showed their willingness to participate in the study and a consent letter was also sent to them (Appendix A). They were chosen through convenience sampling technique.

The instrument used in this study was a questionnaire developed by Coskun and Daloglu (2010) which was an adaptation of Peacock's literature review about adequate training for a foreign language teacher. The questionnaire contained 21 items that asked questions about student teachers' perception about some of the important features of an English teacher education program. The questionnaire has a Likert scale which ranges from 1 for strongly agree to 5 for strongly disagree. In order to collect data, the questionnaire was sent to the student teachers by email.

Statistical Package of Social Sciences (SPSS) version 19 was used to analyze the data and descriptive statistics was administered to show the percentage of agreement with each item. For the ease of analysis, the strongly agree and agree categories as well as disagree and strongly disagree categories were merged as one category as you can see in Table 1. The percentages in each of the five categories are presented in Appendix B.

### **Results and Discussion**

Table 1 shows the results of the questionnaire and the percentage of agreement with each item. The results of the study show that the in-service

teachers were not satisfied by the outcomes of this program and the rate of dissatisfaction with most of the items was quite high. This finding was in contrast with a few reviewed studies (e.g., Thompson, 2010) but consistent with the results of many other studies. For instance, in O'Neal et al.'s study, only 25% of the teachers were satisfied with the teacher education program. According to the results of this study, 100% disagreement was obtained in items 9, 10, 11, 12, 16, 18 and 21. In fact, the student teachers did not feel that the program had a balanced position towards the interaction of teachers and students and also it did not teach then the skills required for classroom management.

Table 1 shows the result of questionnaires and the percentage of agreement with each item

Percentage of components of the English language program in Libya?

		SA & A %	U %	D & SD %
ITEMS				
1	The program has good linkage between different courses.	30	30	40
2	The program avoids overlapping information between different courses.	10	30	60
3	The program gave me adequate training in English.	0	10	90
4	The program gave me adequate training in teaching skills.	0	5	95
5	The program gave me adequate training for the needs of the local context.	0	10	90
6	The program is up-to-date.	0	10	90
7	The program encouraged me to reflect on my past experiences as a language learner.	15	35	50
8	The program promotes flexibility in using different teaching practices for different situations.	10	10	80
9	The program balances teacher-centred and student-centred learning on its courses.	0	0	100
10	The program taught me how to teach English.	0	0	100
11	The program taught me how to evaluate myself as a teacher.	0	0	100
12	The program taught me classroom management skills.	0	0	100
13	The program taught me how to use foreign language teaching materials.	5	5	55
14	The program taught me how to adapt foreign language teaching materials.	5	5	90
15	The program increased my powers of self-evaluation.	5	15	80
16	The program taught me foreign language testing and evaluation skills.	0	0	100
17	The program is relevant to my needs.	5	10	85
18	The program has a good balance between the teaching of: English, teaching skills, and classroom management skills.	0	0	100
19	The program prepared me to teach English in the classroom.	0	5	95
20	The program met my needs.	5	10	85
21	By the end of this program, I became ready to teach English.	0	0	100

They were also 95% disagree with items 4 maintaining the fact that the program did not give them adequate training in teaching skills and that they would be ready to teach English after the end of the program. In their study,

Yavuz and Tokaya (2013) were not pleased with sequence, content, structure, and procedure of the teacher education courses, either.

The disagreement was also observed with regard to items 3 and 19 with 90 and 95 respectively that generally highlighted dissatisfaction with experiencing adequate training in English and requirements of a local context. An aspect of preparation for teaching English, as argued by Kelly, Grenfell, Allan, Keriza, and McEvoy (2004; cited in Coskun & Daloglu, 2010) is to develop proficiency and linguistic competence of learners. Investigation of the courses included in the teacher education program in Libya shows that the program contains many courses like phonetics, grammar, linguistics, oral training, etc. which provide the student teachers with the knowledge of language. However, the reason for students' lack of feeling prepared may be that these courses are not as effective as they should be. Furthermore, as teachers are going to teach in a particular context, lack of considering contextual factors and the requirements of a specific situation would result in the failure of the program. O'Neal et al. (2008) also realized that collaboration between local school districts is required to help in-service teachers become more effective teachers.

The participants did not agree that the program enhanced their self-evaluation and testing skills ( item 15) and did not perceived it as relevant to their needs or helping them to reach at those needs (items 15, 17, & 20, respectively) with 80 and 85 at those categories. In their study, Coskun and Daloglu (2010) likewise found that teachers did not see much relevance between the courses and their needs and get no useful assistance to achieving those needs. In his study, Johnson (2011) found that making a link between theories and real application of the classroom is an urgent. In fact, it is because of lack of the link to the realistic view of the classroom setting that student teacher's needs are not recognized and, as a result, effective interventions cannot be made.

Either, Items 5 and 18 each showed 90 and 100% of disagreement with keeping a balance between teaching and classroom management skills, and being prepared to teach English in the classroom. Also, the in-service teachers did not agree that the program taught them how to teach English, how to evaluate themselves as teachers and how to adapt foreign language teaching materials (items 10, 11, 14, respectively) with 100, 100, and 90% for each item. An overview of the teacher education program definitely indicates absence of courses in teaching methods, assessment and other related courses and skills required for both teaching and managing the classrooms. These findings are in

sharp contrast with findings found by Coskun and Daloglu (2010) conducted in Turkey in which the student teachers were highly satisfied with the program in general and particularly with these items maintaining that the program prepared them to be reflective teachers and learn to adapt how to adapt foreign language teaching materials and used them effectively, and how to teach English. This may suggest that teacher education programs have received more attention in some contexts than the others.

80% of the student teachers strongly disagree that the program enhances flexibility in using different teaching practices in different situations. The majority of teachers (90%) also strongly disagree that the program was up-to-date, encourages them to reflect on their past experiences as language learner (50%), and teaches them how to use foreign language teaching materials (55%). Actually, flexibility in teaching content and method and feedback offered by the associate teacher were proposed by Beck and Kosnik (2002) as features that are developed during practicum. This again points to the integration of a practical aspect to the program. The aspect of an up-to-date program that also influences the other aspects such as the way instruction is delivered or the type of materials used is related to the integration of technology in teacher education program in this modern era. This idea was supported by Goktas et al.'s (2008) study who saw that the group of teachers who participated in an alternative teacher education program in which Information and Communication Technology ICT-related course had been incorporated in the program were more satisfied with it compared to the traditional approach.

The agreement, on the other hand, as mainly seen regarding item 1 , maintained that the in-service teachers perceived the program as linked to the other courses. However, as the percentage is not that high, this area still needs attention. The low level of satisfaction in almost all categories points to the urgent need of substantial training courses for those teachers to help them improve their teaching practices. In this regard, Yerian and Grossman (1997) also saw that after the reforms made in the teacher education program, the preservice teachers became more satisfied with the program.

Further analysis of the courses offered in this general English language program (Appendix C) revealed the lack of practical courses as the major source of the inefficiency of the program. In addition, the courses were quite limited and theory-based. It was also fascinating that no teaching course, either theoretical or practical, was involved in the program. This may caused serious

problems because most novice teachers experience a phenomenon called “reality shock” after finishing the program and entering the school to work as a teacher. As a result of this feeling, they may feel discouraged and leave their job. In Johnson’s (2011) study, the participants noted field experience as the most effective aspect of teacher education trainings because this experience allows teachers to gain knowledge and experience necessary for their future development.

### **Conclusion**

This study addressed in-service teachers’ perception of different components of the teacher the general English language program in Tarhuna, Libya. The degree of dissatisfaction with the program in total highlights an urgent need to provide good training courses for those teachers who did not have the chance to join a teacher education program to be able to teach English effectively. The program contained some basic courses mostly related to the knowledge of language system including phonetics, phonology, grammar, translation, linguistics as well as oral training and writing which are only the basic needs of all language teachers. Lack of vital courses like assessment, methods of teaching and learning, absence of ICT courses and the lack of the required Technical, Pedagogical and Content Knowledge (TPACK) for modern teaching methods, and teacher education make it impossible for the program to be called a teacher education program. These courses to some extent highlight the view toward teaching and learning. Courses like translation, political culture, and Arabic language indicate that a traditional teaching method is still dominant. Or, for example, the traditional methods of assessment are still common that is why an assessment course is urgently needed. Finally, because the ultimate goal of teaching is to facilitate student learning, the teacher education programs should prepare teachers for teaching in a particular teaching context because their practices have a direct effect on the success of the students. This study has important implications which are explained below.

### **Implications of the Study**

The analysis of the general English language program in Libya indicated that this program deals only with theoretical aspect of teaching and fails to focus on practical dimensions which prepares students to start to teach in a real classroom context after graduation. Attention should be given to those teachers who suffer from being unable to teach effectively because of not having practical

courses. As it is also stated by Coskun and Daloglu (2010), it is a good idea for teachers to start teaching and obtain some experience somehow earlier not immediately after the end of the program because preparation to teach involves several levels like observation, some micro-teaching sessions, etc. and cannot be obtained in a short time.

Feedback is another important aspect of this process. Teachers should be given the opportunity to teach by the help of teacher educators and receive feedback on what they do. In this regard, a good idea was also made by Lowery et al. (2011) that was the introduction of a while-teaching course which provided teachers mentoring and adequate assistance while they were doing their job.

Moreover, it is suggested that teaching in twenty-first century should involve particular characteristics including (1) training in language teaching methodologies; (2) an explicit framework for teaching practice; (3) training effective mentors; (4) personal language competence; and (5) having a preparatory course devoted to language proficiency and trainees' linguistic competence assessment (Kelly et al., 2004; cited in coskun & daloglu, 2010). To increase the potential of any teacher education programs, one should try to incorporate these components into the program. Another important point to make is that incorporating practical courses for those these teachers are urgently required. For example, the results of Matuszak's (2012) research showed that the practical courses to be influential, the practical courses need to be organized well and be relevant to student teacher problems.

### **Limitations and Suggestions for Further Research**

In the following section, the limitations of the current study are listed:

1. Because in this study only a questionnaire is used to collect data and the data is analyzed quantitatively, it is suggested that the data on this topic should have been collected by other instruments like interviews to provide us with more profound data.
2. Because of the small sample was participated in this study, it is suggested that in the future more participants should be included in the study.
3. Because, as far as I know, it is the first and only study evaluating teacher education program in Libya, it is suggested that more studies are conducted in the same context to provide more evidence of the weakness or strength of this program.
4. Because this study was done in a Libyan context, it is suggested that more studies are done in the other contexts and compare their findings with the



result of this study to see the positive and negative points of teacher education programs in different contexts.

5. Because in this study the evaluated program was proved as ineffective, it is suggested that future studies should focus on the reasons of such inefficiency and find solutions for improving this program.

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## Appendix A

Dear Participants,

The current study tries to examine in-service -teachers` beliefs towards the program they have graduated from in Tarhuna, Libya. Please make sure that your responses might be cited in reports and other resulting publications. However, your responses will remain confidential and you can withdraw from the study at any moment. Results will be shared with each one of you so as to help you become more involved in the study as you were one of the reasons behind its success. Thank you in advance for your participation.

1- Gender

2- E-mail address

3- Signature

## Appendix B


		SA %	A %	U %	D %	SD %
1	The program has good linkage between different courses.					
2	The program avoids overlapping information between different courses.					
3	The program gave me adequate training in English.					
4	The program gave me adequate training in teaching skills.					
5	The program gave me adequate training for the needs of the local context.					
6	The program is up-to-date.					
7	The program encouraged me to reflect on my past experiences as a language learner.					
8	The program promotes flexibility in using different teaching practices for different situations.					
9	The program balances teacher-centred and student-centred learning on its courses.					
10	The program taught me how to teach English.					
11	The program taught me how to evaluate myself as a teacher.					
12	The program taught me classroom management skills.					
13	The program taught me how to use foreign language teaching materials.					
14	The program taught me how to adapt foreign language teaching materials.					
15	The program increased my powers of self-evaluation.					
16	The program taught me foreign language testing and evaluation skills.					
17	The program is relevant to my needs.					
18	The program has a good balance between the teaching of: English, teaching skills, and classroom management skills.					
19	The program prepared me to teach English in the classroom.					
20	The program met my needs.					
21	By the end of this program, I will be ready to teach English.					

Appendix C

The courses which the participants have studied.

<b>Courses</b>	<b>Credits</b>	<b>Courses</b>	<b>Credits</b>
<b>First year</b>		<b>Third year</b>	
Grammar	4	Creative writing	2
Comprehension	4	Poetry	2
Conversation practice	2	Theoretical linguistics	2
Arab civilization	2	Political culture	0
Islamic culture	2	Varieties of English language	2
Political culture	0	Oral training	2
Arabic language 1	2	Grammar	2
Psychology	2	Translation	2
Composition	4	Phonetics	2
		Novel	2
<b>Second year</b>		<b>Fourth year</b>	
Grammar	4	Grammatical structure	2
Comprehension	4	Drama	2
Conversation practice	2	Linguistics	2
Arab general history	2	Political culture	0
Literature	2	Varieties of English language	2
Political culture	0	Oral training	2
Arabic language 2	2	Translation	2
Composition	4	Phonetics	2
Phonetics	2	Literary criticism	2
translation	2	Advanced writing	2
		Applied linguistics	2
		Graduation project	2

Appendix D



**مكتب الترجمة القانونية**  
**TURJUMAN BUREAU**  
For Legal Translation Services

لخدمات الترجمة القانونية السريعة

**Azzaytuna University**  
**Libya**

**National Salvation Government**  
**Minister of High Education and Scientific Search**

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**Executive Decision**  
**Of Prof. Dr. the President of the University,**  
**No.: (4)/2016**  
**Concerning: the Renomination and Reorganization and Creation**


**The Executive of Prof. Dr. the President of the University,**  
**After viewing**

- The Provisional Constitutional Declaration of 03-08-2011, and its amendments,
- The Law no.: (18)/2010 regarding the reorganization of the High Education,
- The Law no.: (20)/2010 regarding the promulgation of the Law of Work Relations and its executive regulations,
- The decision of the General National Congress No.: (46)/2014, regarding Giving confidence to the National Salvation Government,
- The decision of the Minister of High Education and Scientific Search No.: (615)/2012 regarding transferring the affiliation of some colleges to Azzaytuna University.
- The decision of the General People's Committee (previously) no.: (501)/2010, regarding the promulgation of the High Education Regulation,
- The decision of the General People's Committee (former) no.: (189)/, regarding the creation of Nasser University (previously),
- The decision of the Council of ministers no.: (168)/2012, regarding the nomination of Azzaytuna University,
- The decision of the Minister of High Education and Scientific Search No.: (46)/2015 regarding the assigning and naming,
- And the Decision of the Minister of High Education and Scientific Search No.: (617)/2016 regarding the renomination and creation of new colleges in Azzaytuna University:

**Article (1)**  
**Decides,**  
by virtue of the dispositions of this decision, to renominate and create of new colleges in Azzaytuna University, based on the executive decision issued by the Ministry of High Education and Scientific Search no.: (617)/2016, as follows:

n.	Colleges' Former Names	Suggested New Names
1	College of Arts and Sciences Tarhuna	College of Education Tarhuna College of Sciences Tarhuna
2	College of Agriculture and Veterinary Medicine Al-Gseaa	College of Agriculture Al-Gseaa College of Veterinary Medicine Tarhouna
3	College of Law Tarhouna	College of Law Tarhouna
4	College of Law Sugh Al-Ahad	College of Sharia Sugh Al-Ahad
5	College of Education Sugh Ql-Gumoa	College of Arts Sugh Ql-Gumoa
6	College of Sciences Sugh Al-Ahad	IT College Sugh Al-Ahad
7	College of Arts and Education Sugh Al-Ahad	College of Arts and Media Sugh Al-Ahad
8	College of Education Al-Awataa	College of Social Science Al-Awataa
9	College of Engineering Sugh Al-Ahad	College of Engineering

**Sealed**



**للترجمة القانونية**  
**TURJUMAN BUREAU**  
For Legal Translation Services

أي خطأ أو تغيير في هذا المستند يلغى ولا يعتمد إلا الأصل.

Tel. : + 218 21 721 4988  
Fax. : + 218 21 721 4988

P.O. Box 2006 Tripoli-Libya  
E-mail: muradarch@yahoo.com

تمت الترجمة وفق الأصل العرفي ماعدا المسمو و الخطاء

شارع التحدي ( المقرين سابقا ) بالقرب من ميدان الجوارح  
Al-Tahadi St, (Formerly Al-Megarief ) Near Al-Jazaaler Square