

ANOTHER APPROACH TO TEACHING ENGLISH AS
A SECOND LANGUAGE IN LIBYA

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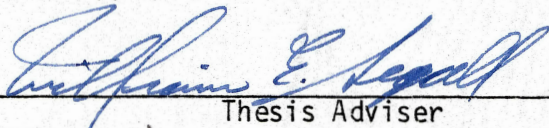
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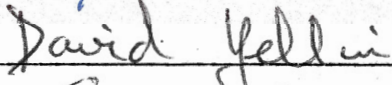


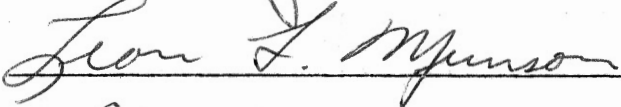
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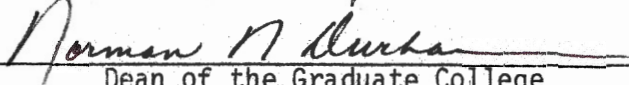
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PREFACE

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CHAPTER I

INTRODUCTION

The Educational System in Libya

In Libya, public school is free, and youngsters are required by law to attend elementary and preparatory school. Moreover, children may receive free education from kindergarten to college.

The government supervises all schools throughout the educational system, and provides the textbooks and the required subjects that every student must pass.

The child starts to elementary school at the age of six. However, some children who master reading and writing at the kindergarten level might start at the age of five. The child has to pass six grades. At the end of the sixth grade, children have to take a national examination which is supervised by district authorities.

The second level is the preparatory school. The student has to pass three grades. At the end of the ninth grade, the student has to take the national exam. The preparatory school is roughly equivalent to American junior high. Graduates may continue their education at the secondary school or at vocational school.

Secondary school students have to pass three grades. At the first year, they study general subjects which are required: Arabic, English, French, science, math, humanities, civics, arts, and religious studies. At the second grade, students have to choose either the arts or science

section. The majority (about 65%) choose the latter. Students' plans for the future begin to take shape and diverge and also, in consequence, their interest in the various subjects on the curriculum. At the twelfth grade, the students have to pass the comprehensive nation-wide test. The diploma being awarded is equivalent to an American high school diploma. The students who choose the arts section go to law and art school, whereas those who choose the science section may go to business, medicine, engineering, arts, and law.

The students who cannot maintain 80% of the scores on the final test at the preparatory level go to the vocational school. After four years of coursework and passing the comprehensive nation-wide test, students may either enter the job market or continue at the university.

The teacher training colleges are intended for post-secondary education students. These institutions are similar to American junior colleges. Most teachers of English at the preparatory level are graduates from these colleges. However, besides public school education, which is funded by the government, there are private schools at the elementary level, some of which are operated by missionaries. Schools at all levels are segregated according to sex. However, in the rural areas both sexes may be found together at the early grades of elementary school.

English instruction starts at the preparatory level. It is required in the curriculum of the secondary and vocational schools. English is daily (six-hour school week), the session lasts for 45 minutes. In private school, English instruction starts at the first grade of the elementary level.

Arabic is the language of instruction through the educational levels. As far as the teaching method is concerned, the situation is similar to that in most countries where English is taught as a second language. The English instruction is simply a grammar, sentence patterns and a list of vocabulary words presented through the national textbook; and the teacher always explains difficult words or structure in Arabic, although there is hardly any equivalence between English and Arabic, especially the sentence structure, tense, relative clause, direct and indirect speech, and gender.

After six years of instruction in English, students still cannot express themselves nor engage in discussion. In other words it is hard for them to communicate in English, though they might know what is being said. The pass-mark is only 40 percent. However, one might notice that the students, at the secondary school, may work harder, as part of planning for the future, since instruction in the university is in English.

Aims in Teaching English

There is a steady growth in the demand for specialists who might function as interpreters. Their function is not only to understand foreign cultures, but also to carry the messages of Libyan society to other nations as well.

Nevertheless, it would be fair to state that public opinion on the whole situation is very skeptical about the effectiveness of the teaching methods used at schools in Libya, considering that the majority of school graduates are unable to converse in English.

There is a twofold aim in teaching English as a second language. Firstly, it provides access to the information produced in English by the native speakers. This represents the traditional way of applying

knowledge of a foreign language, and language cannot be separated from its culture. Secondly, nowadays there is an ever-increasing need to describe the first language culture in terms of the second language.

In secondary school, in addition to English, French is a required component of the curriculum. English becomes more important to the public as business with American as well as British companies increase. English is the most widely recognized language required for communication all over the world. However, student attitudes differ. On an individual basis, a number of students consider English very important since they are going to use it either in their higher education or in communication with internationals. For the other group, who is not going to do much traveling or interact with internationals, English is of limited value to them. Actually, the two groups, either the group who may have a long-term need to mastering English or those who do it just to meet the curricular requirement, are not motivated to learn English further than classroom instruction.

Presentation of the Problem

There are many problems facing the teachers of English which have tremendous impact on the student's learning of the language and hamper it:

1. The students, either those who like the subject and consider it an important component of their plan for the future, or those who do not like the subject and do not see any immediate need for it, are not motivated. As a result, the students do not work hard, and they do not have any intention of understanding what is required of them.

2. The teachers are not prepared to teach, and they are not motivated to teach because of underpayment and long hours of hard work. Be-

sides, the language they teach is a second language for them as well. Sometimes, their knowledge is limited to the textbook they teach in the classroom. Moreover, they do not have the language proficiency and skills needed to do the job. Also, teaching profession does not have a high social prestige. However, many teachers choose this job as a result of true dedication. Most of these are women who are not actually responsible to support a family or live with their parents or are single. There are some native-speakers who teach English, who are either wives of American or British businessmen but they do not have any skill to teach or follow any methodology.

3. The textbook is boring with little or no attention to the cultural aspects of the Anglo-American society. It has few black and white pictures which appeal to the students. This kind of book worsens the problem of poor motivation.

4. The public schools always have large classes ranging from 30 to 35 students in each classroom which means individual attention is provided at a minimum, if at all. Moreover, only few students, most likely the brightest, would have a chance to participate in the classroom activities. The teachers should work with the students so that they could: "(a) aurally understand; (b) orally respond in an acceptable manner and with confidence; (c) write the new language; and (d) read with understanding and pleasure" (Robinett, 1978:75). In addition to the lack of the preceding processes, communication at home and outside the classroom is in Arabic. So comprehension in English would be at most poor.

5. The use of the audiovisual aids is limited to the blackboard and pictures in the textbook. Besides, the time to utilize these aids is limited, if any, because the teachers are required to finish teaching the textbook.

CHAPTER II

LITERATURE REVIEW

The goal of teaching foreign language has been issued by the Working Committee III of the Northeast Conference on the Teaching of Foreign Languages:

The student should understand the foreign language as it is spoken by native speakers in situations similar to his own experience... He should speak the foreign language in everyday situations with reasonable fluency and correctness, and with pronunciation acceptable to the native speaker of the language... He should read the foreign language easily and without conscious translation... He should be able to communicate in writing anything he can say... Mastery of the skills must be accompanied by familiarity with the culture the language represents, as well as a larger view of life resulting from the realization that there are many cultures and value systems, some far different from our own, operative in the world today. The literary objective is not ignored, but it is considered to be implicit in the others (Rivers, 1970: 34).

The following review will cover three areas:

1. Teaching methodology.
2. Audiovisual aids.
3. Learning a second culture.

Methods of Teaching English as a Second Language

The purpose of this presentation is to show the alternatives and what is applicable to improve the situation in Libyan public schools. However, researchers have in general been unsuccessful in demonstrating the superiority of one language-teaching methodology over another, as indicated by Scherer and Wertheimer (1964) and Chastain (1970). Gaultlett (1957) has pointed out eight methods:

Grammar-Translation Method

This method is used in teaching "dead" languages such as Latin. In this method little attention, if any, was paid to the spoken form of the language, such as phonetics, pronunciation. However, teaching the alphabets, spelling, and writing systems is emphasized. Mastery of the sentence structure is through the memorization of the "rules" of grammar.

A concise statement of Chastain (1971:59) represents a serious criticism to this approach:

Grammar-teaching method has satisfied. . . the traditional humanistic orientation which placed primary emphasis on the belles-lettres of the country, but it did not prove to be entirely suitable to the world which emerged from the after-math of World War II.

Natural Method

Gautlett (1957) pointed out that it is an attempt to move from the grammar-translation method. The problem with this approach is that the methodology is based on the way by which the child learns his native language. The point is that the learner has reached a stage of "language consciousness" acquisition and speech habits which affect his acquisition of the second language.

Psychological Method

Darian (1972:67) pointed out that this approach to language learning is based on the association of ideas and forming habits of "mental visualization." Learning and understanding of a second language occurs through a direct contact with the second language related to the culture it represents. However, Gautlett (1957) does not clearly explain this approach. He mentioned the following types of exercises: imperative drills, conventional conversation, oral drill, and action chains. It is the most appropriate for the beginners.

Reform or Phonetic Method

The phoneticians believe that the spoken form of the language should be mastered first. Gaultlett (1957:21) thinks that they went "too far in their enthusiasm." However, presenting the phonetics into the classroom is very important and practical.

Direct Method

This approach suggests that instruction should be in the foreign language being taught; however, some explanation of the lesson in the mother tongue is not objectionable. Following this method in the classroom exposes the students to the idiomatic form of English, but it might be difficult in the area of grammar. Palmer (1957:159) pointed out the following priorities:

- (a) become proficient in the sounds and tones of speech, (b) memorize a large number of chosen sentences, (c) learn to build up all types of chosen sentences, and (d) learn to convert dictionary words into working sentence units.

So the initial step of second language acquisition was to master the spoken system, not acquiring the vocabulary. It is important to comprehend speech, to distinguish the sound features. Only then, one can go to the structural features of the language, such as syntax.

Oral Method

This approach exclusively deals with the oral features of language learning. Hence, it consists only of the initial part of the direct method. Psychological findings in the area of language learning pointed that the exposure to the written form might hinder the development of mastering the pronunciation. In addition, the interference of the native tongue makes mispronunciation likely to take place.

Reading Method

Gautlett does not give a description of this method. Reading aloud allows the students to transfer and associate knowledge from the oral skills; but it should not be "an end in itself", nevertheless, it facilitates the teaching of the foreign language.

Eclectic or Compromise Method

This method represents a blend of the methods which are found best in teaching a foreign language. It differs from the "direct method" by the fact that it lets the students' native tongue be used to some extent, and it also includes teaching the grammar.

It is important to mention that the above methods suggest that the attention and the stress must be on the spoken form. Although the disagreement concerning the perfect methodology for second language instruction persists, a blend of oral, reading, and writing might be considered reasonable.

The Effect of Applied Linguistics

Politzer and Politzer (1972:19) argue that linguistics can be used to help the language teacher operate effectively, though it does not indicate which teaching method is the best. Knowledge of linguistics may help to make some methods better, but the best is which is proven through practice.

Linguistics does not approve of the grammar-translation method to a foreign language teaching; first, because the accuracy of the semantic definitions underlying this method is questionable. A grammatical analysis of one language to be translated into another was considered necessary so that the student could "identify the same grammatical frame." The problem is that some of the grammatical features of one

language will not fit into the other languages. Besides, the interference of mother tongue in the process of translation which imposes structural aspects and, hence, distorts the newly learned language. In addition, this method is not practical and it is also slow. Moreover, the translation process makes it difficult to think of the foreign vocabulary in the proper context. However, in the past it was recommended to "learn grammar in the sentences extracted from the context and the vocabulary in the lists of isolated words". A better approach is to teach them related to where the language is a part of a communicative situation (Chastain, 1971:68).

Darian (1972:158) pointed out that the interference of mother-tongue causes many difficulties. Thus, linguists frequently recommend a careful contrastive analysis or a comparative study of the native and the second acquired language to help the teacher to help the students to overcome the difficulty by developing good teaching materials.

The descriptive linguistic analysis has ties with behaviorism, stimulus-response patterns. It recommends incorporating more practice into theory of learning. Hence, learning about the language must be distinguished from the actual language learning. The latter means that the learner has to develop the same type of responses that the native speakers automatically make. Chastain (1971:62) states that the linguists concluded, "language is overlearned to the point at which the speaker is able to focus his attention on what is being said rather than how." It is worth to note that it is challenging to obtain the "overlearning" without boredom.

It is worth to point out some practical considerations for the language teacher:

1. Finocchiaro (1964:114) pointed out that the spoken form of the language should be mastered first and then the structural arrangement of the language.

2. Bowen (1967:xiv) believed that "concentration on one skill at a time facilitates learning."

3. Finocchiaro (1964:82) stated that the teacher should consider the method that is suitable for the students' needs and interests, like "should more visual materials be used."

4. Providing the students with enough examples to explain the form, or the rule being taught, is very important, and the teacher should consider all alternatives in teaching linguistic items and appreciation of the cultural patterns.

5. Huebener (1957:4) argues that the teacher should define his aims and expectations of the students so that the students could understand what is involved and what is required.

Audiovisual Aids

Good teachers always want to make use of the most effective method of teaching and the best instructional materials available. The audiovisual aids are helpful in many different ways. Their use, administration, and supervision require simple and flexible program. Lee (1964:9) states:

1. They can brighten up the classroom and bring more variety and interest into the language lessons;
2. The visual aids in particular can help to provide the situations which light up the meaning of the utterances used;
3. The aural aids in particular can help the teacher to improve his own grasp of the foreign language and to prepare more effective lessons;

4. Both aural and visual aids can stimulate the students to speak the language as well as to read and write it;
5. They can help in giving information of one kind or another about the background of the literature and about the life in the foreign country concerned.

Pictures

The teacher of the second language must be sensitive to the contexts in which pictures can be brought into action. The pictures serve many varied purposes. The simplest form is a photograph, or an advertisement. They are accessible to most teachers. Huebener (1959:119) pointed out three groups of pictures according to the way of using them. The first group are for permanent display; the second group are for temporary display, and some are just for exercise illustration and never actually displayed. Unfortunately, the permanent display cannot be done in the Libyan classroom since the classroom is for all subjects, and the students are fixed, whereas the teachers rotate. So aids for English don't have much access to the wall.

Frey (1970:31) indicates that the picture is the best to convey culture, teaching vocabulary which diminishes the need for translation and raises the students' interest as well as grasp the new language quickly. Also, the pictures intended for dialogue can be reused to check and test the development of vocabulary and patterns. Politzer and Politzer (1972:44-45) bring up some suggestions of using pictures:

1. Description of a scene or an action. This is useful for the contextual presentation of vocabulary.
2. The type in which every sentence can be learned by the students is accompanied by one picture.
3. To help the students distinguish between expressions which may seem to lack a clear differentiation in construction sounds alike, or to show the different meaning of words with multiple usages: e.g., get in, get off, etc., often cause confusion.

4. A picture may be used to illustrate a grammatical category, e. g., illustrating the verbs followed by adjective or adverb (the boy looks healthy).

Huebener (1959:117) states that pictures made by the teacher or the pupils may specifically fit the need of the classroom instruction rather than the manufactured pictures. However, Huebener makes this precaution:

. . . good home-made wall pictures cannot be produced overnight; their making calls for sustained and cooperative rather than brief and individual effort.

Finocchiaro (1964:112) suggests some basic criteria for the picture presentation:

1. The picture should have no captions -- when the reading is begun, related flash cards can be prepared to permit matching drills.
2. The picture should be large enough to be seen by the entire class.
3. The picture should be uncluttered.
4. They should be in color whenever possible so that the language related to color can be practiced, e.g., 'what color is the --?', 'How many red -- are there?', 'Who is in the blue -- ?'

The significance of pictures emerge from: they are the simplest, most available visual aids for teaching English as a second language to Libyan students. Besides, they can be widely used rather than the films, slides, or other costly visual aids in the Libyan public schools. Moreover, the teacher as well as the students can provide them or construct them without much trouble or waiting for the authority to provide them.

Colored Slides

The school system should provide a slide projector and encourage the teacher to use it in the classroom, since the slides represent one of the most extremely vivid and detailed visual aids, Hill (1967:139) comments:

I find that color is a great help in seizing and holding the interest of a class. It is also much better than black and white for linguistic purposes: color provides more to talk and ask questions about ('look at that boy in yellow shirt. What's he doing? He's playing with the ball,' etc.)

Kemp (1975:45) suggests making use of whatever machinery to facilitate the instructor's job:

. . . Tape recordings can be prepared to accompany slides and the slides can be shown automatically as the taped narration is being played. The development of small, compact viewers also opens many possibilities for using slides with or without the taped narration for self-instruction purposes.

Janssens (1947:47-48) makes some observations on the combined use of slides and audio equipments:

1. Pictures and sounds cause surprise, awaken curiosity, and increase or sustain interest.
2. Pictures and sounds appeal to the eye and the ear, the two foremost senses called upon in the language teaching.
3. They incite the pupil to the critical observation and give the support to his visual memory. They help the pupil to fill or correct the vague or false concept the pupil may have formed about things shown, so they are genuine pupil-centered teaching aids.
4. Therefore, they constitute a valuable addition, and often an alternative, to the coursebook and the printed word.
5. The English commentator's rendering of the text is different from and very probably better than the teacher's; for the class it provides an extra listening practice.
6. This sort of material can be used with almost any course at any time, but at early advanced level courses less as a reward before breaking up than as a course-integrated means to practice language skills within a framework of cultural understanding.
7. It proves an excellent offshoot to a sensible range of follow-up tasks exercises.

Obviously, slides have many constructive advantages, most of which elicit oral practice. However, River (1968:1) comments, "When slides are mentioned, most people think of the teacher illustrating a prepared

talk with them. This results in passive learning with no active pupil participation."

Transparencies can be utilized since they are simple and, moreover, because the slides equipments are getting sophisticated. A set of transparencies can tell a story. Hill (1967:140) shows some examples of how transparencies can be used for aural comprehension work, and aural and written composition.

Filmstrip

A filmstrip is similar to a series of slides connected in a close sequence and projected by a special filmstrip projector. A screen is needed for projection purposes, and the room must be darkened. The filmstrip is always more suitable for instruction in the early levels of language learning than movies and television. However, Finocchiaro (1964:129) notes, "The same filmstrip can be used again and again during the course to provide practice on captions, utterances, or sentences at a progressively higher level." The significance of the sequenced strips is that they present a sequence of events that gives an opportunity to use different tenses. Hence, they provide a natural situation for intensive oral practice on the tenses. Moreover, just as with the slides, the filmstrips are quite compact, easily stored, and probably less expensive to produce additional copies.

Overhead Projector

Overhead transparencies are projected on a wall or a screen, and the instructor can talk to the students without having to turn his back, which is greatly appreciated. Moreover, the instructor has much control

over them than many other visual aids. Rhodri and Jones (1978:149-95) mention the following advantages.

1. They are easy to operate.
2. . . . the teacher can also be at the front of the class facing his students, ready to spot their reaction or to ask them questions about what they see.
3. There is no need for the blackout curtains, as the overhead projectors can be used in any condition except in strong direct sunlight. However, it is worth having a test run in an unfamiliar classroom to see if there are any sight-line problems. A lesson phase can be got out of by asking the individual students what they can or cannot see.
4. The horizontal working surface is easy to write on, or put things without the problem of falling off, as they are prone to do so even on the best flannel-and-magnet boards.
5. The teacher can prepare the material in advance and store them after use . . . There is also the opportunity to get perfect pictures in the privacy of one's own home instead of having them right first on the blackboard.
6. The teacher can move things about, add to them, make them disappear, refer to them ten minutes later, and change the visual situation in a thousand and one ways.

Obviously, whatever English language teaching exercises the teacher chooses can be elucidated with the projected images. An inherent attention-focusing element is present on the screen, alleviating the problem of teaching a large class which is full of minor distraction. Esraghi (1978:61) states that for good English instruction, the teacher should make sure that materials have been previewed and selected, give directions on what to look for and to make them as motivating as possible. He should choose good projection techniques and ensure as much class presentation as possible.

Television

Televised material engages both the viewer's eye and ear in an exciting manner. In a foreign language, televised material provides a challenge to the learner's comprehension skill, and the appropriate situation for certain expressions and vocabulary. For the best use and advantages, the students should always be prepared, with the instruction of what they are going to see and the follow-up activities should be done. However, Huebener (1959:125) notes:

The teacher on TV has no rapport with the students; he cannot tell what effect his words and actions are having on them. The students can ask no question; the teacher can give no answers.

But the follow-up activities can alleviate this problem to some extent.

Films

Motion picture has a great appeal on learning because it combines the visual and auditory aspects of communication in a realistic manner. Its influence on the students is highly intensive and impressive more than many other instructional approaches. The dialogue assists spoken English and helps the students to develop the sensitivity to speech skills. McKown and Roberts (1949:493) comment on the use of film to manipulate the students' motivation:

The student is confronted with a change of the environment sufficiently forceful to challenge his reactions as if he were suddenly dropped into a foreign backyard and abruptly asked the password for admittance to the club.

Moreover, films are appropriate whenever motion indicating relationships of one idea to another, building continuity of thought, or creating a dramatic impact is inherent. Also to present cultural aspects, the use of films is considered effective

Tape Recorder

It is a very useful audio device since it fits for both large and small instructional settings. A major reason for using tape recorders for teaching English as a second language in the Libyan schools is that most teachers are non-native English teachers. Lee (1967:38-9) states, "A recorded commentary made by a native speaker tends to raise the standard of spoken accuracy and is 'another voice'." Esraghi (1978:42), notes that the use of tapes for pronunciation and repetition helps the students to successfully comprehend, and to provide the proper material is to be sure that the tape covers mostly what is in the textbook. Such tapes are very valuable for the classroom instruction. Moreover, these tapes can be used by the individual students, if they wish. The teacher should make every effort to use the tape recordings, especially those of the textbook lessons which are quite valuable in providing additional practice needed to reinforce the material covered in the daily instruction as indicated by Finocchiaro and Bonomo (1973:174-76). Tapes should be used as often as possible in combination with other aids that provide visual stimuli. According to Lee (1968:38):

Wall pictures (or even blackboard pictures) and filmstrips can, for instance, be combined with tape recordings. Spoken comments and questions on a scene of a story in the pictures can be recorded. If a time gap is left after each statement or question, the pupils have a chance of imitating or answering; an answer or repetition may then be supplied by the tape. Imaginary conversations between characters in a picture can also be taped.

Language Laboratory

It is a place separate from the classroom where audiovisual aids can be used. Oliva (1968:184) provides a definition of a language laboratory as:

. . . a classroom especially equipped with electronic devices for a specific purpose of instruction in foreign languages.

The students should be able to communicate with and understand the native speakers. It is impossible to be able to talk and understand a language with accuracy, unless one's ear gets used to distinguish the sounds and one's tongue has enough practice in pronunciation. Huebener (1959:125) argues that a language laboratory is the place where an opportunity for systematic listening and speaking can be provided. However, the laboratory is not to substitute for the classroom, but to serve as an elaborated way for extending the teacher's work; and hence, improving the language instruction.

The drills that can be covered in the lab may be boring and tiring if they are demonstrated at the classroom. They can be used to manipulate the student's interest and motivation in foreign language-learning. Oliva (1969:196) mentions:

The language lab, with its individual booths, also gives each student the opportunity to recite continuously. In the classroom situation, only one student may speak at a time. One learner is active, the others are passive. Students are able to recite only a very few lines in an average-size classroom. The laboratory, in effect, permits all students to respond continuously and simultaneously. The recitation is an individualized matter. If a student makes a mistake, the other students are spared the necessity of hearing his mistake. Furthermore, the student is spared the embarrassment of making public mistakes. The language laboratory increases the students' opportunity for speaking by permitting continuous recitation.

Ideally, the classroom teaching and the language laboratory drillwork should complement each other. Since the language lab is going to free classtime that formerly was allotted to endless pattern practice and repetition, the teacher should make use of the new time for flexible applications of the language, such as dialogue construction and discussion.

Varying degrees of motivation in doing the laboratory work should be anticipated and planned for. Politzer and Politzer (1972:48), suggest:

The good language teacher must learn to keep the pupil's attention on the lab work by providing intrinsic or at least extrinsic motivation for lab performance. By intrinsic motivation we mean providing material that is of sufficient interest to the pupil to capture his attention. By extrinsic motivation we understand that the pupil's attention is somehow forced on the laboratory task; the tape provides material that is not otherwise available; the pupil knows that his performance is being monitored; the lab session ends with a very short quiz dealing with the material covered during the session.

It would be very interesting if the tapes include material dealing with various aspects of the culture and the civilization in the countries which speak the target language, English. This would be a useful tool for comprehension as well as a vocabulary-stretching device with cultural content. Oliva (1969:191) states:

Tapes of news broadcasts, songs, etc., add to the student's appreciation of the country and knowledge of the people. Cultural tapes offer a change of pace from the pattern drills. Many excellent materials, particularly musical selections, are available on records. Judicious selection of materials stimulates interest.

The greatest virtue of audio equipment according to Cornfield (1966:59) is that they provide each student with a guide practice to reinforce the work in the classroom. By using the lab or the tape recorder, a student can greatly extend the amount of time he is exposed to the foreign tongue. Cornfield (1966:60) adds, "They provide authentic native voices as well as consistent, untiring models. They provide tutorial or remedial services for the student who needs them." This is the best solution to the problem of the teachers with poor pronunciation or non-native speaker teachers.

It is clear enough to say that the language lab can be very useful. However, certain precautions should be taken into account. Long laboratory sessions at widely-spaced intervals are not the most useful approach. If at all possible, the students should use the lab frequently and for relatively short sessions. Oliva (1969:192) pointed out that long sessions make the students feel bored and restless.

In this section, the audiovisual aids, that can be used either in the classroom or outside of it in the Libyan public schools, and their advantages and disadvantages were discussed in order to change the current situation of teaching English in Libyan schools. Moreover, most of these audiovisuals are not new. Therefore, the Ministry of Education needs to plan to get this equipment, and plan with school boards to introduce these aids with a systematic schedule so that they would not face the potential problem of finding time to use these aids effectively. They should be considered as an essential part of the English lesson, rather than a luxury. The above discussion of the advantages and disadvantages of audiovisual aids helps one to decide on what is needed and what is more effective in teaching-learning process of English.

Learning a Second Culture

In learning a second of foreign language, one must try not to carry over the cultural view from the first language. As Fries (1945:58) points out, "If one wishes to master a foreign language so that he may understand with some completeness the native speakers of that language, he must find some substitute for the kind of background experience he has in his own language." Robinett (1978:150) comments, "If the language is acquired where direct observation of the culture of the language is

not possible, teachers will have to provide specific cultural information. This can be done in various ways: through pictures, films, magazines, literature, descriptions of their own experience in English-speaking countries, and the like."

It is very important that the teachers be very consciously aware of the cultural behavior which is sometimes so automatic that it is unnoticed. Communication can sometimes break down because of the cultural misinterpretation of the language. Gumperz (1964) states, "The more we know about a particular society, the more effectively we can communicate in it."

The very nature of the relationship between language and culture ensures that learning a language includes learning the culture of the people who speak that language. An understanding of culture is an essential part of all the skills. As Robinett (1977:198) points out that understanding of culture is essential for:

Comprehending references that occur in speech and writing (He's as wise as Solomon.); being able to use the language appropriately (Knowing the difference connotation of 'kids' and 'children'); interpreting figurative use of languages ('She concentrated feverishly.');

and conforming to cultural norms in speaking and writing (Knowing what is taboo in both media).

Therefore, acquiring another language must be accompanied by acquisition of its culture, if the learner wants to achieve a high degree of communicative competence and understanding of the native speakers.

Researchers have, in general, been unsuccessful in demonstrating the role of language as the indispensable vehicle for the transmission of the culture. Linguists who are involved in the study of Generative Grammar, Semantics, and Syntax are formulating hypotheses that refute much of what has been accepted for many years as a valid language-culture link.

Sapir (1964:66) comments that language doesn't exist apart from culture while, at the same time, they are not intrinsically associated. Language represents the guide to a scientific study of a given culture since it serves as "the network of the cultural system of a society." Language actually conditions our thinking on social process and conflicts. But language does not change the nature of the social conflicts and process. As Sapir (1921:79) concludes that language is the media by which humans interpret and explain sociocultural conditions. "Culture may be defined as what society does think; language is a particular how of thought."

In order for the students of foreign languages to have a better understanding, exposing them to the culture, whose language they are studying, is of great necessity. Rivers (1968:121) comments that ideally students are better motivated as their access to the foreign culture increases, which as a result, their ability to mastering the basic skills increases. Kabakchy (1978:313) concludes that it is worth a try to motivate the students by letting them gain insight into the foreign-culture during their acquisition of the foreign language of that culture. However, Rivers (1964:139) emphasizes, "Foreign language should be learned in as close association as practicable with the culture of the country where it is spoken, if its full meaning is to be plumbed to any depth."

It is often supposed as George (1971:272) concludes that the ideal of much European language teaching is that during the foreign-language lesson, the learner ceases to be the person he is outside the classroom and becomes the person he would have been, if he had been born in that foreign country.

Language is a part of the culture in the sense that every language is a complex of acquired behavior patterns, of which its native users are largely unconscious. Language is the most readily definable and teachable in structural terms, and the most accurate mirror of the culture. It communicates the whole complex of customs, attitudes, environmental factors, and beliefs that characterize its speakers. For the student to communicate and understand the second language, the language teacher should expose his students to the new culture. For the students to use the language perfectly, language teaching must include careful attention to the culture. The status of literary allusions, proverbs, folklore, and national conventions as part of the culture, must not be ignored and they must be a part of a second-language learning (Northeast Conference on the Teaching of Foreign Languages, 1960:30).

Brooks (1960) presents a list of topics to be considered in the language classroom. Lists, similar to Brooks', of particular cultural features that may differ from language to another can be found in Allen (1956:17-29), and Fries (1945:58-60).

Generally, the primary goal of experience of a foreign language and culture should be a realization by the students of the relativity of much of what they consider absolute. Films and other visual aids are of great importance in helping the students to establish direct association between the foreign language and the culture of which it is the vehicle. Use of such material should be encouraged.

CHAPTER III

ILLUSTRATION OF INTEGRATING AUDIO-VISUAL

AIDS INTO CLASSROOM PRACTICE

The purpose of this chapter is to provide some illustrations of how audio-visual techniques may be used to teach English as a second language in Libyan public schools. The teachers, who are accustomed to a grammar-translation approach, should make use of the audio-visual aids and view the change in their results and task. However, steps must be taken in order to make the teachers aware of these aids and for them to be useful in day-to-day classroom practice.

The first possibility is to make changes in the teacher-training college program so that the teacher-to-be could have training in effective utilization of audio-visual aids.

Secondly, seminars conducted in summer vacation could be very helpful for the teachers already on the job to refresh their knowledge and help them keep up with the new developments in the area of teaching language.

Thirdly, the observers and inspectors from the Ministry of Education should encourage the teacher to develop whatever materials that help in making the teaching-learning process more effective, instead of strictly following the "teacher's guide".

The fourth step would be that the teacher should have access to professional journals concerning audio-visual aids and instruction, because circulation of these journals is limited.

The obvious implication of the audio-visual aids utilization, indicated in the literature review is that these aids can help the teacher as well as the student and heighten their motivation.

The following illustrations are not intended to be elaborate. Moreover, the reader should not assume that these aids are the only useful way to clarify the difficult aspects of language learning. However, they serve to focus attention, and may function as cues for routine oral work, either drills or dialogues.

Vocabulary Presentation

The teacher of English in Libya should learn to communicate through the audio-visual aids when he presents new words. So instead of lengthy and time-consuming translations in Arabic, a proper picture gives a good visual image and communicates the meaning of the word instantly. Moreover, the teacher should provide a visual aid that prevents the student from developing a fixed association between one word and one meaning. Therefore, presentation of vocabulary should be in a range of their major semantic environments.

Visual Aids Illustrations

Illustrations of the use or the meaning of "talk, speak" and "hear, listen", each first word of these pairs have the same translation into Arabic as the second word. "Talk, speak" = /yatakalm/ and "hear, listen" = /yasma/. Therefore, it is very easy for the students to get confused on when to use "talk" and when it is proper to use "speak".

1. A picture of a lady holding the phone and the teacher points out that "the lady is talking over the phone."

2. A picture of a president in public and the teacher points out that "the president speaks to the public."
"Listen, hear"

One picture of two children and one of them says to the other, "Listen! Can you hear the music?" And the second boy says, "Yes, I can hear it." These statements should be written beside each boy.

Libyan students get easily confused when such words are presented and they have to choose, since the two words in each pair carry the same translation. Thus, the teacher of English in Libya should make every effort to present vocabulary audio-visually instead of writing them in a list on the chalkboard.

The Arabic students encounter great difficulty whenever faced with words with multiple meanings, which is always the fact for English words to have both concrete and abstract meaning. The teacher should make the students aware of this fact by telling them that the meaning they encounter in the classroom is not the only one. This can be done by asking the students to use English-English Dictionary, instead of English-Arabic Dictionary which is most commonly used. This way the students may enlarge their vocabulary more easily.

The Concrete vs. Abstract Illustration

The students may expand the usage of the new vocabulary, when they distinguish the concrete and abstract meaning that words hold. "House and break", are good examples of the concrete vs. abstract.

1. House: "A picture of a large villa," and the teacher says, "This is my house." This is the concrete meaning of the word "house".

"A picture of a large building with many stores. In front of that building there are some children and women." The teacher explains, "This building houses many people."

2. Break: The teacher should have a glass with him in the classroom. Then he explains, "See, This is a glass. I can break this glass." Then he drops the glass on the floor and says, "I broke the glass."

The second step would be either live dramatization in the classroom or by visual aids. "Picture of a busy mother sweeping the house, and a child is playing with a ball. The picture should carry this statement, "Give me a break!"

Sign vs. Symbol

These two words have the same translation in Arabic. Therefore, students tend to confuse the meaning and the proper context on when each one can be used.

Symbol is a visible sign of something that cannot be directly shown but inferred. "Picture of two ladies. One of them is wearing a black dress and looks gloomy." Culturally, black is a symbol of loss or sadness. The teacher then explains, "The woman in black is sad because she lost her child." Then he says, "Black is a symbol of sadness."

Sign is a visible indication. The teacher can bring "Stop" or "For Sale" posters and explain that these are signs. Moreover, a sign can be a gesture, like when a person says "Hello" to another person. This is a sign of friendship.

The Arabic students have great difficulty understanding the proper context of the word "pair". This is due to the first language in-

ference, like when "pair" means a single with two corresponding parts, and when it means two objects regarded as a unit.

"A picture of a pair of shoes, pants, and glasses." The teacher explains that in English each pair is considered as a single item with two parts. This should not be done just by a mere oral explanation, but a picture should be presented to illustrate the meaning.

"A picture of two dancers, like female and male so that they would form a unit." This needs a lot of practice due to the first language inference.

Arabic students have great difficulty figuring out the meaning of the words when there is more than one meaning in many different situations. The words "cut" and "watch" are examples.

The word cut has at least five different meanings. The first is the verb which means to make an opening. This can be illustrated by a picture of a boy with a wounded leg and blood coming out of the opening. Then the teacher says, "The boy cut his leg." To divide can be illustrated with a picture of a woman cutting the cake into portions, "she cut the cake." As a noun cut means reduction. This can be shown by presenting a price tag of an item, and then the original tag has been reduced. "There is a sharp cut in the price of this dress." Cut as an adjective can be illustrated with a picture of two faces. One face looks dirty and the second face looks neat with hair arranged attractively.

Idioms and Proverbs

Idioms and proverbs are an essential part of the vocabulary system. They have to be learned and must be taught in appropriate contexts, and

Idioms can be very misleading when they are carried from language to language. Also, their meaning cannot be deduced from the sum of the meanings of the constituents. Therefore, translation would lead to misconception of the meaning of the idioms. The use of selected films may carry and communicate the proper situations where the following proverbs are suitable, although Arabic has proverbs which have the exact meaning:

1. A bird in the hand is worth two in the bush.
(A bird in the hand is better than ten on the branch).
2. A barking dog seldom bites.
(The same in Arabic).
3. You can't judge a book by its cover.
(The envelope tells what is in the letter).
4. Better late than never.
(Better little than nothing).
5. A new broom sweeps clean.
(Everybody notices the new dress).

Parts of Speech

The structure of the English sentence is far remote from the Arabic sentence. Therefore, great attention should be paid to this fact. Due to the first language inference, the students get easily confused with the sequence of the parts of speech. The simple sentence in English consists of:

Subject verb and complement

as compared to the Arabic sentence:

Verb subject and complement

In this instance the visual aids are very effective and important to be utilized to serve as a cue. However, the visual aids must be accompanied with audio, like in drills and practice.

their relationship to the specific usage levels pointed out.

Verb Tense

Instead of giving a definition to each tense, which is always confusing, with the students having great difficulty distinguishing them, the teacher might want to use a picture that conveys the intended tense.

Present Simple Teacher might show a picture of a boy carrying his school-bag, standing at the bus-station waiting for the school-bus. The teacher might use a tape introducing the boy and what he does daily. Then on the chalkboard, the teacher might write:

"He goes to school everyday."

The teacher should indicate the adverbs that accompany the present tense which is always done in the advanced level.

In this instance the picture and the tape can both be used for drill and practice. This exercise is invaluable in teaching English verb usage. Many elaborations can be made from this basic system. As mentioned earlier, oral practice is essential and pictures can serve as clues as well as memory aids.

Adjective

In a similar manner, the teacher can use the visual aids to introduce the adjective. A picture would make it easier for the students to differentiate between the adjective and the adverb.

"A picture of a young baby", and the teacher points to the written statement stamped on the bottom of the picture:

The young baby is soft.

In comparative and superlative cases, pictures are ideal to communi-

cate the intended meaning, since grammatically there are no such forms in Arabic grammar.

"Picture of a rabbit and a turtle." (Soft)

The rabbit is softer than the turtle. (Comparative)

"A picture of a baby, a child, and a man." (Young)

Who is younger, the baby or the child?

The baby is younger than the child.

Who is younger, the baby or the man?

The baby is younger than the man.

Who is the youngest? (Superlative)

The baby is the youngest.

The words, young, younger and youngest, can be written under each figure for illustration. Then the teacher on the board writes:

Positive
Young

Comparative
Younger

Superlative
Youngest

The compound adjective, like strong-minded, well-dressed, etc., can be illustrated through dramatization or pictures.

Prepositions

Prepositions are another area where language is likely to take place, especially when direct translation is given, visual aids are exceptionally important and useful in clarifying the function of the preposition. Prepositions always indicate various relationships between words or phrases, the most usual being those of time, space (position, direction, etc.).

Pictures are very beneficial because there are some prepositions that have no Arabic equivalents, like down in this context: (The boy is walking down the street.), in Arabic it would be: The boy is walking in the street.).

In (in time, in October 27th, instead of on time and on October 27th).

Into (the boy jumped in the water, instead of into).

Through (the dog jumped through the window). An Arabic student would say from, instead of through. The pictures would offer a great deal of explanation and save the teacher from trying to indicate the further meaning through translation into Arabic. At the same time, a proper picture will communicate the appropriate, or the exact, intended meaning.

The Structure of Relative Clause

One of the areas where Arabic students make errors is in the structure of relative clauses in English. The difficulty occurs when the students try to generate a series of information. Therefore, there is a tendency to jumble due to the first language interference. "The Arabic-speaking students tend to translate relative pronoun + personal pronoun from the Arabic pattern instead of the relative pronoun," (Tadros, 1979). Also, they omit the relative pronoun, and use the definite article for the relative pronoun.

Example: The teacher scolded the boys the boys came late.

Instead of: The teacher scolded the boys who came late.

Therefore, by pictures with step-by-step directions, the teacher can teach the relative clause easily and effectively. This may help the students to understand the function of the relatives (who, which, whom, and that)."

"Picture of a family, woman, man, boy, and girl, sitting in a living-room." The teacher would ask the students to tell what they see in the picture.

1. There are four people sitting in a living-room.
2. A man is sitting on a chair, reading his newspaper.
3. The man is fat.
4. A boy is eating a sandwich.
5. The boy is very skinny.
6. A woman is watching TV.
7. The woman is wearing a red dress.
8. A little girl has long hair.
9. The little girl is playing with her doll.

Then, the following step is that the teacher asks the students to combine each pair to form proper effective sentences.

1. There are four people sitting in a living-room, one of whom is a fat man.
 2. The woman, who is watching TV, is wearing a red dress.
 3. The boy, who is eating a sandwich, is very skinny.
 4. The little girl, who is playing with her doll, has long hair.
- and so forth

Unlike English, in Arabic the relative pronoun does not occupy the place of the subject or the object, but acts like an adjective and agrees with the noun before it in number, gender, and case. So, step-by-step directions would elicit the students' response and minimize the first language interference.

Cultural Differences

The Arabic-speaking student is often puzzled when he learns that the foreign, or English in particular, language does not have a specific word for concepts quite obvious and trite to him. "The ideal of much of

European teaching is that, during the foreign-language lesson, the learner ceases to be the person he is outside the classroom and becomes the person he would have been if he had been born in that foreign country." (George, 1971, p. 272). However, there are many snags in this approach.

The book of the tenth grade of the secondary school, Further English for Libya, was obtained. Through the analysis of this book, some cultural differences would be worth pointing out: "Bill introduced me to all the people he knew." In Libyan culture, the proper manner is that Libyans do not wait to be introduced by a third party, but they go around the room, shake hands with everyone and say their names aloud to those they have not previously met.

"Mrs. Green was having a cup of tea while Bill and his father were washing the supper dishes." This statement may create a cultural reaction because the students are used to seeing the mother, or in other words the female figure, washing the dishes while the father and the son are drinking their teas. In Libyan culture, the woman does everything around the house, whereas the man does the shopping and takes the children to school. In other words, outdoor chores are done by the man, while the woman does whatever chores inside the house. Although there are many young women who go to work, men still do not do what they consider is the lady's job, such as cleaning, washing dishes, taking care of children, and the like.

"Bili is the only son of the Greens." The students might be puzzled and do not understand how old parents, like the Greens, have only one son. In Libyan culture, the small family would at least have five children. The people prefer to have big families, and keep close relationships with each other. So, it is common for one man to be

responsible for his wife and children, while at the same time his parents, underaged brother, and unmarried sisters are his responsibility too. It must be pointed out that English people might be satisfied with only one child, one cat, or one dog.

"I want to have a bicycle, but I could not get one. I tried to save some money once but it did not work," Bill said. Children in Libyan culture are very dependent on their parents to provide everything for them. This is really depressing because children grow up and have a hard time dealing with the demanding responsibility that life imposes on them. Moreover, parents always think of their children as incapable of doing things and making responsible decisions for themselves, even when the chance is appropriate to enhance their self-independence.

"How many sandwiches would you like, Nuri?" asked Mrs. Green. In Libyan culture, the guest is never asked how much or how many he wants. The hostess offers the food and the guest has the freedom to have whatever he wants. They never ask, "Would you like to have something," because that means that the hostess is greedy, or the guest is not welcome. So many kinds of food and drinks are offered, and the guest must try each kind even if just a little piece, just to show the hostess that they like the food, most of which is homemade. Another reason they do not say, "Would you like to have something?" is because they want the guest to feel comfortable, and it is a pleasure to serve him. No alcoholic beverages are offered.

"Kew Gardens are usually quiet on weekdays," "Hundreds of people come here to relax on weekends." In Libya, first of all, the weekend is only one day -- which is Friday -- so the weekdays are six days. However, the government routine starts at 7:30 AM to 2:30 PM with half an

hour break each day. Fridays are always kept for visiting friends and relatives. Most working women do their cleaning and therefore, do not have time to go out. The most important factor is the lack of recreational and picnic areas to go to and relax. During summer, families may rent a cabin on the beach so that they could enjoy hot summer days. Some people may choose to go to the mountains, but many families do not prefer that because there is no privacy and the lack of facilities and safety.

"Tea-time is at half-past five." In Libyan culture, the tea-time always follows the dinner which is served between 2:00 and 3:30. After dinner, the family gets together and relaxes while the mother sits and prepares the tea for the whole family. Preparing the tea takes from one to two hours. The tea-time is the time when the family members talk and exchange opinions. Therefore, it is hard for Libyan students to imagine that in some countries tea is prepared within a couple of minutes. In this instance, one could infer that the people aren't competing with time. However, the young people, especially those who are exposed to the western culture, do not like to sit and spend much time having tea. They put almonds or peanuts in the tea, and also serve cookies with it. Tea-time is always a fun time.

"May I introduce Nuri, Mrs. Walker?" asked Bill. Here the cultures conflict. In Libyan culture there must be a separate room for women and another one for men, because a male stranger is never introduced to the female; in other words, they never socialize. Houses are designed in a special way to facilitate this process. There is a parlour adjacent to the front door, with a dining-room and a bath-room behind. This room is similar to the typical American living-room and is used by men only,

whereas the room which is always the last room inside the house is designed to be a sitting-room for women. It is furnished similar to a typical American living-room. "Mrs. Green," the students in Libya would think that since Mr. and Mrs. Green carry the same last name, they are blood relatives, because in Libya, a woman still carries her maiden name even after marriage.

"Mother is cooking roast beef and Yorkshire pudding for supper." This is a typical British dish on Sundays, whereas the main dish which is served on Fridays in Libya is: Cuscus, meat, vegetables, and fruits, while roast beef is served as a snack.

"Goodbye, Mrs. Green!" said the boys. In Libya, saying goodbye is ominous just like farewell. So the boys would say, "We're leaving," and the mother would respond, "May God bless and keep you safe and sound."

"Their guide pointed out the high roofs of many old houses." Due to the lack of heavy rain, and snow, houses have flat roofs. The roof of either a villa or ordinary apartment building is fenced and the laundry-room is on the roof of the house.

When two persons meet, one Arabic asks the other, "What's your news." This indicates that people are talkative and curious to know about each other. However, they might be satisfied to wish their fellow-man health, welfare, and peace, wrapped into one word, "salam".

Due to the first culture inference, it is quite common to hear Libyan students say, "I and you," instead of "you and I", which is the polite acceptable form to the native-speaker of English.

Libyan culture prohibits a speaker from saying "no" to any polite request, no matter how impossible it may be to carry out, because it is considered extremely impolite to refuse a polite request. Therefore,

people from other cultures have to be alert whether this "yes" is affirmative or a polite answer. It may sound funny to the speaker of English to hear "good night", when it is used as a polite greeting on the street in the evening. This greeting is quite acceptable and considered as a sign of being polite, like when one enters a room full of people, he should say "good night". It is not considered as a leave-taking.

In Libyan culture, nodding or shaking head to indicate "yes" or "no" is used respectively. However, it is quite acceptable and widely used among the peer-group or colleagues. Also, it is quite acceptable behavior that two members of the same sex stand close to one another, or walk holding hands, or arm-in-arm, whereas this behavior is strange in the U.S. and England. Here religion might have something to do with that, since psychologically anybody needs to be touched to feel lovable, and Islam prohibits the exchange of touches between male and female strangers.

The American custom of dating does not have an equivalent one in Libyan society. First of all, boys and girls do not meet till the university level, because school is segregated by sexes. Secondly, socially and religiously, dating is forbidden between strangers of different sexes where there is no bond that relates them to each other, such as marriage or brotherhood. It is considered a sin.

Punctuality is another area where cultural differences may take place. The people do not care much about time. So whatever cannot be done today, it can be done tomorrow.

It is beyond my capability to provide illustrations for each and every skill that has to be taught to the learner of English as a second language in Libya. The present effort hopefully would serve as an example, not a model, for the TESL teacher in Libya. The use of audio-

visual aids is kind of a new experience, which might help the student and raise his curiosity to learn the language further, beyond the classroom instruction, and heighten the teacher's motivation to do his best in utilizing whatever materials and sources he has on hand. According to personal experience, discussion of the above cases would sincerely provide a great help to both the teacher and the student. The teacher could use the picture file for testing so that the students would not have to worry about mastering these skills independently, since they have revised everything under the teacher's supervision.

CHAPTER IV

CONCLUSIONS

Summary

Chapter I is the introduction. It discussed the circumstances surrounding teaching English as a second language in Libya.

Chapter II is the literature review. It covered three areas:

- (a) A survey of the methodology of teaching second or foreign language.
- (b) The advantages and disadvantages of using audio-visual aids in the classroom of the second or foreign language in order to improve the instruction or the methodology of teaching English as a second language to Libyan students.
- (c) Teaching a second culture during teaching a second language. This section indicated the importance of learning about the culture as the learner acquires its language. It facilitates understanding and communication with native-speakers of the language.

Chapter III included illustrations of utilization of the audio-visual aids, in the first part of Chapter III. Also it includes illustrations of some cultural differences. Cultural differences were identified by statements picked up from the 10th grade book which is taught in Libyan high schools. "Further English for Libya."

Conclusions and Recommendations

The advantages of using audio-visual aids have been illustrated in many settings all over the world in teaching foreign languages. Although audio-visual aids could greatly improve the teaching method of any subject, they are not a panacea. They will not eliminate the problems of crowded classrooms or poorly trained teachers.

Comprehension of the English language calls for understanding the culture of the native speaker of English. Language always occurs within a cultural and social setting of some sort, and it must be interpreted in the light of this social and cultural environment.

Tests should not be just proficiency or "diagnostic", but tests should include testing the students' grasp of the culture of the English speaking people, in which the students could express themselves, their attitude and opinion of the foreign culture. All in all, there is no single method that can be said to be better than another in any absolute sense. It is the teacher who makes the crucial difference.

Effective teachers, no matter what their "method" may be, are those who think of the students as the important ingredient in the teaching-learning process and adapt their approach to students and to circumstances.

It is recommended that the foreign language teachers assume a new role with a sense of optimism. Cumulative learning and broader language learning is possible through a carefully planned cultural program supported by the utilization of the audio-visual aids. This kind of program makes it possible for each student to find a topic of personal interest to him, and through the motivation derived from his interest he can learn the English language's basic structure and vocabulary.

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