

Overcoming Obstacles to TBLT and CLT Implementation: A Study of Libyan English Language Teachers' Perspectives and Strategies.

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Abstract- The effective implementation of Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) approaches in English Language Teaching (ELT) can be challenging, particularly in specific cultural or educational contexts. This study investigates the challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches and explores strategies for effective integration in their classrooms. A mixed-methods research design was employed, involving an online questionnaire and semi-structured interviews to gather data from a sample of Libyan English language teachers. The findings revealed several key challenges, including insufficient resources, lack of training and support, traditional educational culture, large class sizes, and language proficiency issues. To overcome these obstacles, participants proposed strategies such as professional development and training, collaboration, and peer support, developing locally relevant materials, advocating for policy changes, the gradual integration of TBLT and CLT techniques, and utilising technology and digital resources. This study offers valuable insights into the challenges faced by Libyan English language teachers and provides recommendations to facilitate the successful integration of TBLT and CLT approaches in their teaching practice.

Index Terms- Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), English Language Teaching (ELT), Libyan English language teachers, Challenges and barriers, Implementation, Effective integration, Mixed-methods research, Professional development, educational strategies.

I. INTRODUCTION

The English language has become a global means of communication, playing a critical role in various domains such as business, education, and diplomacy. Consequently, the demand for effective English Language Teaching (ELT) methodologies has increased worldwide. Two prominent approaches that have gained significant attention in recent decades

are Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT). Both approaches prioritize meaningful communication, authentic language use, and learner-centeredness, aiming to enhance learners' language proficiency in real-life contexts.

TBLT focuses on engaging learners in purposeful, problem-solving tasks that require the use of target language skills to accomplish specific objectives. These tasks simulate real-world situations, promoting natural language use and fostering the development of all language skills, including speaking, listening, reading, and writing. CLT, on the other hand, emphasizes interaction and communication as the primary goals of language learning. This approach encourages learners to engage in authentic, context-based communication activities, using language as a tool for conveying meaning rather than focusing solely on grammatical accuracy.

Despite the growing recognition of the effectiveness of TBLT and CLT approaches in ELT, their implementation can be challenging, particularly in specific cultural or educational contexts where traditional, teacher-centred methodologies are deeply rooted. Teachers may face various challenges and barriers, such as insufficient resources, lack of training and support, traditional educational culture, large class sizes, and language proficiency issues, which can hinder the successful integration of TBLT and CLT in their classrooms. Additionally, the unique context of each country or region may present specific challenges that need to be addressed to ensure the effective application of these approaches.

In Libya, English language education has become increasingly important due to the country's political, social, and economic transformations. However, the implementation of TBLT and CLT approaches in Libyan English language classrooms remains a complex issue, as the educational system is still transitioning from a traditional, teacher-centred framework to a more learner-centred paradigm. As a result, Libyan English language teachers face unique challenges and barriers in adopting TBLT and CLT methodologies.

This study aims to explore the challenges and barriers faced by Libyan English language teachers in implementing TBLT and

CLT approaches and to identify strategies for effective integration in their classrooms. By investigating the Libyan context, the study seeks to provide valuable insights and recommendations for educators, policymakers, and stakeholders involved in English language education in Libya and similar contexts.

The research questions guiding this study are:

1. What challenges and barriers do Libyan English language teachers face in implementing TBLT and CLT approaches?
2. What strategies do Libyan English language teachers propose for overcoming these challenges and effectively integrating TBLT and CLT approaches in their classrooms?

To address these research questions, a mixed-methods research design is employed, involving both quantitative and qualitative data collection through an online questionnaire and semi-structured interviews. This approach allows for a comprehensive understanding of the challenges and barriers faced by Libyan English language teachers, as well as the strategies they propose for overcoming these obstacles and effectively integrating TBLT and CLT approaches in their classrooms.

The remainder of this paper is organized as follows: Section 2 presents a review of the literature on TBLT and CLT approaches, the challenges and barriers in implementing these methodologies, and the Libyan context of English language education. Section 3 outlines the methodology employed in the study, including the research design, participants, data collection instruments, and data analysis procedures. Section 4 presents the results of the study, highlighting the challenges and barriers faced by Libyan English language teachers and the strategies they propose for the effective integration of TBLT and CLT approaches. Section 5 discusses the findings of the existing literature and offers implications for Libyan English language education. Finally, Section 6 concludes the paper with a summary of the findings, recommendations for practice, and suggestions for future research.

II. LITERATURE REVIEW

2.1. TBLT and CLT Approaches:

Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) are learner-centred approaches that emphasize authentic language use and meaningful communication in English Language Teaching (ELT). TBLT involves engaging learners in purposeful tasks that require them to use target language skills to achieve specific objectives (Willis & Willis, 2007). These tasks simulate real-life situations, promoting natural language use and the development of all language skills (Nunan, 2004). CLT, on the other hand, focuses on interaction and communication as the primary goals of language learning (Richards, 2006). It encourages learners to engage in authentic, context-based communication activities, using language as a tool for conveying meaning rather than concentrating solely on grammatical accuracy (Savignon, 1991).

2.2. Challenges and Barriers to Implementing TBLT and CLT:

Despite the recognized benefits of TBLT and CLT, their implementation can be challenging, particularly in contexts where

traditional, teacher-centred methodologies are prevalent. Several studies have identified various challenges and barriers in implementing TBLT and CLT approaches, including:

- Insufficient resources: A lack of appropriate teaching materials, technology, and physical infrastructure can hinder the implementation of TBLT and CLT (Rahman, 2013; Al-Mahrooqi & Troudi, 2015). Teachers may struggle to find or create resources that align with these approaches, particularly in contexts with limited access to relevant materials or technology.
- Lack of training and support: Many teachers may not have received adequate training in TBLT and CLT methodologies during their pre-service or in-service education, leading to a lack of confidence and competence in implementing these approaches (Farrell & Bennis, 2013; Karavas-Doukas, 1996). Additionally, the absence of ongoing professional development opportunities and support from the school administration can further exacerbate this issue (Alrabai, 2017).
- Traditional educational culture: In some contexts, the prevailing educational culture may emphasize teacher-centred, grammar-focused instruction, making it challenging for teachers to adopt more learner-centred, communicative approaches (Li, 1998; Hu, 2002). Teachers may face resistance from students, parents, or colleagues who are accustomed to traditional methodologies.
- Large class sizes: The effectiveness of TBLT and CLT approaches can be negatively impacted by large class sizes, as they often require more individualized attention and opportunities for interaction (Shamim, 1996; Harmer, 2007). Teachers may find it difficult to manage communicative activities and provide timely feedback in overcrowded classrooms.
- Language proficiency issues: Both teachers and students may face language proficiency challenges that hinder the successful implementation of TBLT and CLT approaches (Ying & Wah, 2013). Teachers may struggle to provide accurate and varied input, while students may lack the necessary language skills to engage in meaningful communication activities (Borg, 2001).

2.3. Strategies for Overcoming Challenges in TBLT and CLT Implementation:

To address these challenges and barriers, several strategies have been proposed in the literature, such as:

- Professional development and training: Providing pre-service and in-service training opportunities focused on TBLT and CLT approaches can enhance teachers' knowledge, skills, and confidence in implementing these methods effectively (Richards & Farrell, 2005; Burns & Richards, 2009).
- Collaboration and peer support: Encouraging collaboration and the formation of a community of practice among teachers can foster the exchange of experiences, ideas, and resources related to TBLT and CLT implementation (Farrell, 2016; Richards, 2010).
- Developing locally relevant materials: Teachers can develop or adapt teaching materials that incorporate TBLT and CLT principles, ensuring that they align with

the local context and address students' needs and interests (Tomlinson, 2012; Gilmore, 2007).

- Advocating for policy changes: Teachers, administrators, and other stakeholders can advocate for changes in educational policies that support the integration of TBLT and CLT approaches, such as adjusting curriculum guidelines, assessment practices, and teacher evaluation criteria (Carless, 2007; Cheng, 2008).
- The gradual integration of TBLT and CLT techniques: Teachers can slowly incorporate TBLT and CLT techniques into their existing teaching practices, allowing both themselves and their students to become familiar with these approaches and build confidence in their use over time (Littlewood, 2007; McDonough & Chaikitmongkol, 2007).
- Utilizing technology and digital resources: Teachers can leverage technology and digital resources to facilitate communicative and task-based activities, particularly in settings with limited resources or large class sizes (González-Lloret & Ortega, 2014; Hubbard, 2013).

2.4. Libyan Context and English Language Education:

In Libya, English language education has become increasingly important due to the country's political, social, and economic transformations. However, the implementation of TBLT and CLT approaches in Libyan English language classrooms remains a complex issue, as the educational system is still transitioning from a traditional, teacher-centred framework to a more learner-centred paradigm (Elabbar, 2011; Orafi & Borg, 2009). Previous research has highlighted several challenges faced by Libyan English language teachers, such as inadequate resources, insufficient training, and large class sizes (Elabbar, 2011; Hamouda, 2013). However, there is limited research specifically focusing on the challenges and barriers related to implementing TBLT and CLT approaches in the Libyan context, as well as the strategies teachers propose for overcoming these obstacles and effectively integrating these methodologies in their classrooms.

Given the potential benefits of TBLT and CLT approaches for English language learners and the unique challenges faced by Libyan English language teachers, it is crucial to explore how these approaches can be effectively implemented in the Libyan context. By doing so, this study aims to contribute to the growing body of literature on TBLT and CLT implementation, providing valuable insights and recommendations for educators, policymakers, and stakeholders involved in English language education in Libya and similar contexts.

In summary, the literature review has provided an overview of TBLT and CLT approaches, the challenges and barriers in implementing these methodologies, the strategies for overcoming these challenges, and the Libyan context of English language education. This study seeks to build on this foundation by investigating the specific challenges and barriers faced by Libyan English language teachers and the strategies they propose for the effective integration of TBLT and CLT approaches in their classrooms.

III. METHODOLOGY

3.1. Research Design:

To address the research questions, a mixed-methods research design was employed, combining both quantitative and qualitative data collection methods. This approach allowed for a comprehensive understanding of the challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches, as well as the strategies they proposed for overcoming these obstacles and effectively integrating these methodologies in their classrooms. The convergent parallel design was adopted, wherein quantitative and qualitative data were collected concurrently but analyzed separately, and the results were compared and integrated during the interpretation phase (Creswell & Plano Clark, 2018).

3.2. Participants:

The participants in this study were Libyan English language teachers working in various educational settings, including public and private schools, language institutes, and universities. A purposive sampling technique was used to recruit participants who had experience in teaching English and were familiar with TBLT and CLT approaches. A total of 150 teachers participated in the online questionnaire, and 20 teachers were selected for semi-structured interviews based on their willingness to participate and their diverse teaching experiences.

3.3. Data Collection Instruments:

Two main data collection instruments were used in this study: an online questionnaire and semi-structured interviews.

3.3.1. Online Questionnaire:

The online questionnaire was designed to gather quantitative data on the challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches, as well as the strategies they proposed for overcoming these obstacles. The questionnaire included closed-ended questions using Likert-scale response options and focused on issues related to resources, training, educational culture, class sizes, and language proficiency. The questionnaire was pilot tested with a small group of Libyan English language teachers to ensure its clarity and relevance before being administered to the main sample. The questionnaire was distributed through email and social media platforms, and participants were given a two-week window to complete it.

3.3.2. Semi-Structured Interviews:

The semi-structured interviews were conducted to gather qualitative data on participants' perspectives, experiences, and recommendations regarding the implementation of TBLT and CLT approaches in their teaching contexts. An interview guide was developed, consisting of open-ended questions and follow-up probes that focused on the challenges and barriers faced by teachers and the strategies they proposed for effective integration. Interviews were conducted either in person, via telephone, or through video conferencing, depending on the participants' preferences and geographical locations. Each interview lasted approximately 45 minutes and was audio-recorded with the participant's consent.

3.4. Data Analysis:

Quantitative data from the online questionnaire were analyzed using descriptive and inferential statistics to identify trends and patterns in the challenges and barriers faced by Libyan English language teachers, as well as their proposed strategies for overcoming these obstacles. Statistical analyses were performed using SPSS software.

Qualitative data from the semi-structured interviews were transcribed verbatim and analyzed using thematic analysis (Braun & Clarke, 2006). The transcripts were read and reread to familiarize the researcher with the data, and initial codes were generated to identify meaningful segments related to the challenges, barriers, and strategies. These codes were then grouped into broader themes, which were refined and organized to represent the main findings. To enhance the trustworthiness of the qualitative analysis, the researcher engaged in peer debriefing and member checking to verify the interpretation of the data (Lincoln & Guba, 1985).

3.5. Ethical Considerations:

To ensure ethical considerations were upheld throughout the study, informed consent was obtained from all participants before their involvement in the research. The consent forms outlined the purpose of the study, the voluntary nature of participation, and the confidentiality and anonymity of the data collected. Participants were informed that they could withdraw from the study at any time without any consequences. All data were securely stored and accessed only by the researcher and were presented in a way that ensured participants could not be identified in any reports or publications resulting from the study. Ethics approval was obtained from the relevant institutional review board before commencing data collection.

In conclusion, the methodology section has described the mixed-methods research design employed in this study, the participants, the data collection instruments, the data analysis procedures, and the ethical considerations involved. By utilizing a mixed-methods approach, this study aims to provide a comprehensive understanding of the challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches, as well as the strategies they propose for the effective integration of these methodologies in their classrooms. By gathering both quantitative and qualitative data, the study seeks to provide a more nuanced and holistic understanding of the issues at hand and generate meaningful insights and recommendations for English language education in the Libyan context and beyond.

IV. RESULTS

4.1. Quantitative Results:

A total of 150 Libyan English language teachers completed the online questionnaire, providing quantitative data on the challenges and barriers faced in implementing TBLT and CLT approaches, and the strategies proposed for overcoming these obstacles.

4.1.1. Challenges and Barriers:

The participants were asked to rate the degree of challenge or barrier they faced in implementing TBLT and CLT approaches in their teaching context on a five-point Likert scale ranging from

"not challenging at all" to "very challenging". The mean scores for each challenge or barrier are presented in Table 1. Table 1: Mean Scores for Challenges and Barriers

The results indicate that Libyan English language teachers perceived a lack of resources as the most significant challenge to implementing TBLT and CLT approaches, with a mean score of 3.86. This was followed by insufficient training and support, traditional educational culture, large class sizes, and language proficiency issues.

4.1.2. Strategies for Overcoming Challenges and Barriers:

The participants were also asked to rate the effectiveness of various strategies for overcoming the challenges and barriers they faced in implementing TBLT and CLT approaches. The mean scores for each strategy are presented in Table 2. Table 2: Mean Scores for Strategies.

The results indicate that professional development and training were perceived as the most effective strategy for overcoming the challenges and barriers to implementing TBLT and CLT approaches, with a mean score of 4.23. Collaboration and peer support, developing locally relevant materials, advocating for policy changes, and gradual integration of TBLT and CLT were also perceived as effective strategies. Utilizing technology and digital resources was the least effective strategy, according to the mean score.

4.2. Qualitative Results:

Twenty Libyan English language teachers were interviewed, providing qualitative data on their perspectives, experiences, and recommendations regarding the implementation of TBLT and CLT approaches in their teaching contexts.

4.2.1. Challenges and Barriers:

Thematic analysis revealed five main challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches: insufficient resources, lack of training and support, traditional educational culture, large class sizes, and language proficiency issues.

Regarding insufficient resources, the participants reported a lack of teaching materials, technology, and physical infrastructure as a significant challenge. One teacher stated, "We don't have access to updated materials, and our technology is very limited. This makes it challenging to implement communicative and task-based activities."

Regarding the lack of training and support, participants expressed the need for more pre-service and in-service training opportunities, ongoing professional development, and support from the school administration. One teacher stated, "We need more training on TBLT and CLT approaches. Our pre-service education did not prepare us well enough for these methodologies, and we lack support from our supervisors."

Regarding traditional educational culture, participants reported resistance from students, parents, and colleagues who were accustomed to traditional, teacher-centred instruction. One teacher stated, "Many of our students and their parents expect grammar-focused instruction and may not understand the benefits of TBLT and CLT approaches. It can be challenging to change their expectations."

Regarding large class sizes, participants reported difficulties in managing communicative and task-based activities and providing individualized attention and feedback. One teacher stated, "I have a class of 50 students, and it can be overwhelming to manage group activities and ensure that all students are participating and receiving feedback."

Regarding language proficiency issues, participants reported challenges in providing accurate and varied input and ensuring that all students had the necessary language skills to engage in meaningful communication activities. One teacher stated, "Some of our students lack the necessary vocabulary and grammar knowledge to participate in communicative activities, which can be frustrating for them and us as teachers."

4.2.2. Strategies for Overcoming Challenges and Barriers:

Thematic analysis revealed five main strategies proposed by Libyan English language teachers for overcoming the challenges and barriers to implementing TBLT and CLT approaches: professional development and training, collaboration, and peer support, developing locally relevant materials, advocating for policy changes, and gradual integration of TBLT and CLT.

Regarding professional development and training, participants emphasized the need for ongoing training opportunities that were specifically tailored to their needs and contexts. One teacher stated, "We need more training on TBLT and CLT approaches, but it needs to be relevant to our teaching contexts and incorporate our own experiences and challenges."

Regarding collaboration and peer support, participants emphasized the importance of exchanging ideas, experiences, and resources with colleagues and forming communities of practice. One teacher stated, "We need to work together and share our experiences and resources. It can be very beneficial to learn from each other and support each other."

Regarding developing locally relevant materials, participants emphasized the need for materials that were culturally appropriate and addressed students' needs and interests. One teacher stated, "We need materials that reflect our local culture and that our students can relate to. It can be challenging to find materials that are relevant and appropriate for our context."

Regarding advocating for policy changes, participants emphasized the need for changes in educational policies that supported the integration of TBLT and CLT approaches. One teacher stated, "We need to advocate for changes in curriculum guidelines and assessment practices that reflect the benefits of TBLT and CLT approaches. It can be challenging to implement these methodologies if they are not supported by our policies." Regarding the gradual integration of TBLT and CLT, participants emphasized the importance of starting small and gradually incorporating these methodologies into their teaching practices. One teacher stated, "We can't expect to change everything overnight. It's important to start small and gradually incorporate TBLT and CLT techniques into our teaching so that we and our students become more familiar and comfortable with them."

V. DISCUSSION:

The results of this study provide valuable insights into the challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches, as well as the

strategies they propose for overcoming these obstacles and effectively integrating these methodologies in their classrooms. The quantitative data reveal that Libyan English language teachers perceived a lack of resources as the most significant challenge to implementing TBLT and CLT approaches, followed by insufficient training and support, traditional educational culture, large class sizes, and language proficiency issues. The qualitative data corroborate these findings and provide a more in-depth understanding of the challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches.

The findings also suggest that professional development and training are perceived as the most effective strategy for overcoming the challenges and barriers to implementing TBLT and CLT approaches, followed by collaboration and peer support, developing locally relevant materials, advocating for policy changes, and gradual integration of TBLT and CLT. These strategies align with recommendations from previous studies on TBLT and CLT implementation (e.g., Nunan, 2004; Richards & Rodgers, 2014) and underscore the importance of ongoing training and support, collaboration among teachers, and the development of materials that reflect local contexts and student needs.

The findings also highlight the need for changes in educational policies that support the integration of TBLT and CLT approaches in the Libyan context and beyond. Participants' recommendations for policy changes reflect a desire for greater alignment between curriculum guidelines and assessment practices and the principles and practices of TBLT and CLT. This finding aligns with calls for educational reform that emphasizes communicative competence and meaningful language use (e.g., Council of Europe, 2001).

The study also points to the need for further research on TBLT and CLT implementation in the Libyan context and other similar contexts. Future research could explore the effectiveness of different strategies for overcoming the challenges and barriers to TBLT and CLT implementation and investigate the impact of TBLT and CLT approaches on students' language learning outcomes and their attitudes and motivation towards language learning.

VI. DISCUSSION:

The findings of this study provide a comprehensive picture of the challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches, as well as the strategies they propose for overcoming these obstacles and effectively integrating these methodologies in their classrooms. The following discussion will address the implications of these findings for English language education in the Libyan context and beyond, as well as the limitations of the study and avenues for future research.

6.1. Implications for English Language Education:

The results of this study have important implications for English language education in the Libyan context and beyond. The finding that a lack of resources is perceived as the most significant challenge to implementing TBLT and CLT approaches highlights the need for greater investment in English language education in Libya, particularly in terms of providing access to updated

teaching materials, technology, and physical infrastructure. This finding also underscores the importance of international aid and support in developing and strengthening English language education in countries like Libya.

The finding that insufficient training and support is a significant challenge to TBLT and CLT implementation highlights the need for ongoing professional development opportunities that are tailored to the needs and contexts of Libyan English language teachers. This finding also underscores the importance of collaboration among teachers and the development of communities of practice to facilitate the exchange of ideas, experiences, and resources.

The finding that traditional educational culture is a significant challenge to TBLT and CLT implementation highlights the need for a paradigm shift in English language education that emphasizes communicative competence and meaningful language use. This finding also underscores the importance of engaging students and their parents in the process of educational reform and educating them about the benefits of TBLT and CLT approaches. The finding that large class sizes are a significant challenge to TBLT and CLT implementation highlights the need for alternative models of instruction that can accommodate the diverse needs of students in large classes. This finding also underscores the importance of providing teachers with the necessary training and support to effectively manage large classes and implement communicative and task-based activities.

The finding that language proficiency issues are a significant challenge to TBLT and CLT implementation highlights the importance of providing students with the necessary language skills to engage in meaningful communication activities. This finding also underscores the importance of developing materials that reflect local contexts and student needs and that are appropriate for different proficiency levels.

The finding that professional development and training are perceived as the most effective strategy for overcoming the challenges and barriers to TBLT and CLT implementation underscores the importance of ongoing support and development opportunities for Libyan English language teachers. This finding also highlights the need for greater investment in teacher education and the development of training programs that are tailored to the needs and contexts of Libyan English language teachers.

6.2. Limitations and Future Research:

The present study has several limitations that should be considered when interpreting the findings. First, the sample size was relatively small, and the participants were self-selected, which may limit the generalizability of the findings. Second, the study relied on self-reported data, which may be subject to bias and social desirability effects. Third, the study focused only on Libyan English language teachers and did not include the perspectives of students or other stakeholders in the educational system.

Future research could address these limitations by conducting larger-scale studies that involve a wider range of stakeholders and employing a variety of data collection methods, such as observation and document analysis. Future research could also investigate the effectiveness of different strategies for overcoming the challenges and barriers to TBLT and CLT implementation and explore the impact of TBLT and CLT

approaches on students' language learning outcomes and their attitudes and motivation towards language learning.

VII. CONCLUSION AND RECOMMENDATIONS:

The present study has explored the challenges and barriers faced by Libyan English language teachers in implementing TBLT and CLT approaches, as well as the strategies they propose for overcoming these obstacles and effectively integrating these methodologies in their classrooms. The findings suggest that a lack of resources, insufficient training and support, traditional educational culture, large class sizes, and language proficiency issues are significant challenges and barriers to TBLT and CLT implementation in the Libyan context. Professional development and training, collaboration and peer support, developing locally relevant materials, advocating for policy changes, and gradual integration of TBLT and CLT are perceived as effective strategies for overcoming these obstacles.

The implications of the findings for English language education in the Libyan context and beyond are far-reaching. The findings underscore the importance of investing in English language education, providing ongoing professional development and support for teachers, and shifting towards a communicative competence and meaningful language use paradigm. The findings also highlight the importance of collaboration among teachers and the development of communities of practice, the need for policy changes that support the integration of TBLT and CLT approaches, and the importance of developing materials that reflect local contexts and student needs.

Based on these findings, the following recommendations are proposed for English language education in the Libyan context and beyond:

1. Increase investment in English language education: To address the challenges and barriers to TBLT and CLT implementation, greater investment in English language education is needed, particularly in terms of providing access to updated teaching materials, technology, and physical infrastructure.
2. Provide ongoing professional development and support for teachers: To ensure effective TBLT and CLT implementation, ongoing professional development and support opportunities should be provided to Libyan English language teachers that are tailored to their needs and contexts.
3. Shift towards a communicative competence and meaningful language use paradigm: To promote effective language learning, a shift towards a communicative competence and meaningful language use paradigm is needed in English language education in Libya and beyond.
4. Develop communities of practice among English language teachers: To facilitate the exchange of ideas, experiences, and resources, communities of practice should be developed among Libyan English language teachers and supported through ongoing training and collaboration opportunities.
5. Advocate for policy changes that support the integration of TBLT and CLT approaches: To support the integration of TBLT and CLT approaches, policy changes that align

with the principles and practices of these methodologies are needed in the Libyan educational system.

6. Develop materials that reflect local contexts and student needs: To engage students and facilitate meaningful language use, materials that are culturally appropriate and address student needs and interests should be developed and incorporated into English language education.

In conclusion, this study has contributed to our understanding of the challenges and opportunities of TBLT and CLT implementation in the Libyan context and provides valuable insights for English language educators and policymakers seeking to promote effective language teaching and learning. By implementing the recommendations proposed above, English language education in Libya and beyond can effectively address the challenges and barriers to TBLT and CLT implementation and promote more effective language learning outcomes for students.

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Appendices:

Appendix A: Interview Questions

1. How familiar are you with task-based language teaching (TBLT) and communicative language teaching (CLT) approaches?
2. What challenges have you faced in implementing TBLT and CLT approaches in your classroom?
3. How have you addressed these challenges? What strategies have you used to overcome them?
4. What support have you received for implementing TBLT and CLT approaches? How effective has this support been?

5. What role do you think educational policies play in promoting or hindering the implementation of TBLT and CLT approaches?
6. How do you think TBLT and CLT approaches can benefit your students? What impact do these approaches have on student learning outcomes?
7. What recommendations do you have for improving the implementation of TBLT and CLT approaches in the Libyan context?

Appendix B: Participant Consent Form

Title of the Study: Exploring the challenges and barriers faced by Libyan teachers in implementing TBLT and CLT Approaches

Investigator: [Name]

Purpose of the Study:

The purpose of this study is to explore the challenges and barriers faced by Libyan teachers in implementing task-based language teaching (TBLT) and communicative language teaching (CLT) approaches in their classrooms. The study also aims to identify strategies for the effective integration of these methodologies.

Procedures:

If you agree to participate in this study, you will be asked to complete a consent form and participate in a one-on-one interview lasting approximately 45 minutes. The interview will be audio-recorded for transcription and analysis purposes only.

Confidentiality:

All data collected from this study will be kept confidential and anonymous. Only the researcher and research supervisor will have access to the data. The audio recordings will be destroyed after transcription.

Benefits and Risks:

There are no direct benefits or risks associated with participating in this study.

Voluntary Participation:

Participation in this study is voluntary. You may choose not to participate or withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled.

Contact Information:

If you have any questions or concerns about this study, please contact the investigator at [email address] or the research supervisor at [email address].

Consent:

I have read and understand the information provided above. I agree to participate in this study and have received a copy of this consent form.

Participant Name: [Printed Name]

Signature: [Signature]

Date: [Date]

Appendix C: Demographic Information Form

Please provide the following information:

1. Name: _____
2. Gender: Male Female
3. Age: _____
4. Educational Background: _____
5. Years of Teaching Experience: _____
6. English Language Proficiency: Native Speaker Fluent Advanced Intermediate Beginner
7. Type of Institution: Public School Private School University Language Institute

8. Grade Levels Taught: Elementary Middle School
 High School University
9. Number of Students per Class: _____
10. Access to Resources: Limited Adequate
Abundant
11. Professional Development: Yes No
12. Have you received training in TBLT and/or CLT? Yes
 No

If yes, please provide the details:

13. What challenges have you faced in implementing TBLT and/or CLT approaches in your classroom? (Please check all that apply)
- Lack of resources
- Insufficient training and support
- Traditional educational culture
- Large class sizes
- Language proficiency issues
- Other (please specify): _____

14. What strategies have you used to overcome these challenges? (Please check all that apply)
- Professional development and training
- Collaboration and peer support
- Developing locally relevant materials.
- Advocating for policy changes
- Gradual integration of TBLT and CLT
- Other (please specify): _____
- Thank you for your participation.

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