

Beliefs and Attitudes of Pre- and In-Service Teachers towards Communicative Language Teaching in Challenging Times: A Case of West Libya

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Abstract

This article explores EFL pre-service teachers' beliefs and attitudes towards communicative language teaching (CLT) and how it is implemented in Libya. It is common that all universities send pre-service teachers to schools for teaching observations and teaching practice as part of their preparation for teaching. However, in Libya, the EFL teacher workforce is underprepared because the teaching of English was banned from 1986 to 1998 (Asker, 2012) and subsequent professional development opportunities lacking. Besides being under pressure to cope with changing requirements in pedagogy and practice to focus on communicative language teaching, this challenge is exacerbated by the recent, rapid growth of schools and free public education. This also creates a dilemma for pre-service EFL teachers on practicum, since their mentor teachers are likely to be teaching traditional grammar-translation method (Assalahi, 2013), while their mentees should be focused on CLT. Moreover, the pre-service teachers' own English language learning experience would have been the traditional approach in contrast to their university program that advocates CLT. Thus, to investigate the impact on the effectiveness of the practicum experience a case study was conducted using an established Likert style survey of pedagogical beliefs and attitudes. Two independent groups of pre-service teachers and in-service teachers through convenience sampling completed this. The findings showed that both groups were somewhat contradictory and inconsistent in their beliefs about five CLT principles and potentially lacked in-depth awareness of how they appear in classroom EFL

practice. Their responses also provided insights into the barriers to implementing CLT, which related to large class sizes, long term personal experience of the grammar translation method, students' expectations and lack of professional learning of ISTs. These findings can be used to reform policy and develop EFL teachers' professional learning, as well as review Initial Teacher Education programs in challenging contexts such as this.

Keywords: *Communicative language teaching, EFL practicum, EFL pre-service teachers, EFL teacher beliefs, EFL teacher attitudes, languages pedagogy, postmodern era*

1 Introduction

Communicative language teaching (CLT), although not new, is relatively new for EFL teachers in developing countries around the world, such as Libya, where educational authorities have developed a national English curriculum that endorses some forms of CLT (GPCE 2009; Her2007; Johnson 2015). *The comprehensive policy of education for all* (GPCE, 2009) is responsible for managing and controlling all aspects of Libyan education, such as teachers' employment, admission to schools and university, curriculum development, examination and inspections (GPCE2009; Orafi and Borg 2009; Shihibaand Embark 2011). Since 2000 the intention for the EFL teaching curriculum in Libyan schools has changed from traditional method to a requirement to teach the Communicative Language Teaching (CLT) approach.

This change requires teachers to make a major shift in their teaching styles, methods and pedagogical principles from the traditional grammar-translation method (Athawadi 2019) to a communicative approach (Orafi and Borg 2009; Wei et al. 2018). As this change is occurring for EFL teachers in other countries, both developing and developed, recent research suggests that in spite of government requirements there are difficulties associated with moving away from traditional teacher-directed practice. This applies particularly when their own schooling experience has involved a traditional pedagogical approach (see Amin 2016, Ariatna2016; Diallo 2014; Hayes 2018; Ibrahim and Ibrahim 2017; Mason and Payant 2019; Rahman et al. 2019). These studies, conducted in Cyprus, Indonesia, Bahrain, Senegal, Egypt, Ukraine, and Bangladesh, respectively, reinforce that to facilitate change it requires much more than action at the policy level. Thus, imposing change requires not only a need for in-service teachers (PSTs) to engage in professional learning about CLT, but also for them to come to grips with CLT during their preparation, since their personal school experience has modelled the traditional way. Importantly, it needs to be understood that the introduction of CLT presented an entirely

new paradigm for teaching EFL in the Libyan context of this research, and the decision to adopt this postmodern approach was also meant to raise the status of the English language and teaching EFL.

Therefore, because of established practices it is a significant challenge for a university education program to prepare PSTs to implement the CLT 'innovation' during their teaching practicum, particularly when it is already limited to a single time period. Therefore, this research sought to explore the established practices from the perspective of PSTs' beliefs and attitudes, to the extent that they may act as a barrier or enabler to their uptake of the communicative approach. Teachers' beliefs and attitudes have been recognised over several decades as having an impact on their pedagogy and practice (Johnson 2016; Karavas-Doukas 1996; Lashgari et al. 2014; Tochon 2014). Research also suggests that teachers' beliefs and attitudes have more impact on practice than mere requirements to change their approach (Debreli 2012; Kaymakamoğlu 2018: 33). Part of the reason for this is because teachers are the central decision-makers about what they should teach and how they teach it (Klieme and Vieluf 2009). Thus, to address this issue the research considered Kumaradivelu's (1994) "strategic framework for L2 teachers [that she designed] to empower teachers with the knowledge, skill, attitude, and autonomy to develop for themselves a systematic, coherent and relevant alternative method". This framework is informed by principled pragmatism and social constructivism. It consists of ten macro-strategies, which "expect teachers to: (1) maximise learning opportunities, (2) facilitate negotiated interaction, (3) minimise perceptual mismatches, (4) activate intuitive heuristics, (5) foster language awareness, (6) contextualise linguistic input, (7) integrate language skills, (8) promote learner autonomy, (9) raise cultural consciousness, and (10) ensure social relevance" (Kumaradivelu's, 1994: 35). These strategies formed the basis of the survey to explore Libyan pre-service teachers and in-service teachers thinking about their pedagogical practices.

2 Literature review

Numerous studies have examined EFL teachers' attitudes and perceptions toward learning in general (Uysal and Yavuz 2015) and some have typically adopted the Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1985). Others have specifically focused on researching teachers' attitudes towards CLT principles using Karavas- Doukas' (1996) attitude scale (Amin 2016; Mangubhai et al. 1998, 2007; Sanderson 2013; Ibrahim and Ibrahim 2017; Lashgari et al. 2014; Yilmaz 2018). These studies found that while teachers held positive attitudes toward CLT

principles, they were unable to practice CLT effectively, and lacked proficiency to transfer their knowledge to practice. Although, the principles and theory of CLT are well documented, teachers' beliefs and attitudes about them were found to be inconsistent (Mangubhai et al. 1998, Karavas- Doukas 1996; Lashgari et al. 2014; Yilmaz 2018).

This inconsistency also applied to the results of studies conducted in Libya that investigated secondary school EFL teachers' beliefs towards the implementation of CLT. It was concluded that these in-service teachers (ISTs) were not sufficiently equipped to be able to change their traditional practice to that associated with communicative language teaching (Aloreibi and Carey 2017; Asker 2012; Athawadi 2019; Orafi and Borg 2009; Rahuma 2016; Shihiba and Embark 2011). This was in spite of it being government policy and provision of a prescriptive curriculum. Thus, this research also confirmed that even though teachers may have positive perceptions of CLT, they were still unable to put the approach into practice. It has been suggested that one possible reason for this is that teachers generally model their practice on that of their own schooling as, for example, Wahyuni (2012) found evidence of this through classroom observations.

Research into pre-service teachers of EFL has also investigated their beliefs and their perceptions of the characteristics of effective teachers (Decker and Rimm-Kaufman 2008; Onwuegbuzie et al. 2007). Also in Uysal and Yavuz's (2015) investigation of PSTs' attitudes towards grammar teaching, their findings showed they held positive attitudes, although their attitudes changed depending on their age and their English language level. Similarly, Yavuz's (2015) survey of fourth-year Turkish university students' attitudes to EFL teaching, and the extent to which pre-service teachers were equipped to change from the grammar-translation method to CLT after four years of undergraduate study, found they welcomed the change to a social constructivist approach. Three reasons for this were identified: (1) the Turkish examination policy system encouraged it, (2) it helped address the crowded classrooms and low learner motivation, and (3) it focused on the teacher's role and use of materials. Yet, he argued that the change would not be possible unless the education policy and teacher training curriculum reflected a common purpose and more practical application. He argued that ELT programs at universities were based on theoretical knowledge rather than reflecting the needs of novice EFL teachers in public schools. Therefore, in the light of the fact that the present cohorts of PSTs in the Libyan context will form the basis of an emerging new skilled EFL workforce, their effective

preparation for implementing CLT is of paramount importance. To this end the present research aimed to identify the possible factors that could hinder the pedagogical shift required for CLT implementation. Thus, the study aimed to answer the following question:

How do Libyan pre-service and in-service English as foreign language (EFL) teachers perceive CLT in terms of their beliefs and attitudes?

3 Methodology

3.1 Research design

As part of a larger project by the first author for her doctoral research. The research was conducted following ethical approval through the authors' university. In Libyan Initial Teacher Education (ITE), those PSTs specialising in EFL, spend two weeks in schools observing experienced ISTs and an additional two weeks on practicum carrying out their own teaching. The qualification is a four-year Bachelor of Education. The EFL practicum programs are not coordinated across Libyan universities, so each university organises its own timing in conjunction with local schools.

3.2 Research setting and participants

Convenience sampling was applied to select two groups of participants (PSTs and ISTs), using the snowball technique. This resulted in a total of 79 pre-service teachers (69 female and 10 male) from seven universities in Western Libya and 33 in-service teachers (27 females and five males) from both public primary and secondary schools, in a major city area, completing the survey, which was provided in hard copy. The majority of PSTs (88%) were aged between 18-24 years, with the remainder 25-34 years old, whereas the ISTs' ages ranged from 18 to 54 years. The snowball technique was selected because of the difficulties associated with travel owing to the current disruptions and an online survey was not advisable because potential participants may have difficulties accessing the Internet.

3.3 Survey design

Apart from gathering demographic data, the survey consisted of two parts drawn from well-established instruments. The first part replicated Kumaravadivelu's (1994) ten belief statements on macro pedagogical strategies that teachers should ideally apply in post-method era teaching as noted earlier. The second part of the survey utilised Karavas-Doukas's (1996) BALLI that required participants to rate the extent to which they agreed with a total of 24 items that related to five

pedagogical areas applicable to CLT: 1) group work/pair work -4 items (2, 9, 13,22); 2) Quality and quantity of error correction- 4 items (1, 6, 14, 10), 3);The role and contribution of learners in the learning process -6 items (4, 5, 8, 11, 20, 24), 4);Teacher's role in the classroom- 4 items (7, 16, 19, 21); and 5) Place and importance of grammar- 6 items (3, 12, 15, 17, 18, 23) (p. 191). However,a variety of interpretations in previous studies had occurred in relation to the categorisation of some of the items because these studies did not refer back to Karavas-Doukas's (1996) original work, whereasthe current study followed her original rationale.However, the present research used a six-point agreement scale rather than the original inventory's five-point scale to avoid the potential for participants to select the 'mid-choice'. The choices were: "Strongly Agree", "Agree", "Slightly Agree"- "Slightly Disagree", "Disagree", "Strongly Disagree". In keeping with Karavas-Doukas's (1996) wording,for half of the survey the items were written in the positiveand the remainder negative, such that in the analysis the latter ratings were reverse coded. The inclusion of negative items is a strategy to help check the reliability of participants' responses. The participants were provided with the option of completing either an English version or a translated Arabic version of the survey.

3.4 Data analysis

Both the results of Part A and Part B of the survey were analysed based on descriptive statistics using the aggregated positive percentage agreement ratings of each item (rating for 4, 5 and 6) (Ingram KonoSasakiand O'Neill, 2009). This was because,firstly, for the results of Part A,a non-parametric Mann Whitney U test for independent samples, one-tailed, in predicting pre-service teachers would have a statistically significant greater agreement with the Kumaravadivelu'sstrategies than the ISTs, was not significant ($p > .05$; z -score -0.0378). Thus, these ten strategies were then grouped into (a) those that related to what teachers should do in the postmethod era of EFL pedagogy and (b) those that related to common pedagogical issues. Secondly,for the results of Part B, an exploratory factor analysis of the BALLI items revealed that the correlations between items was too small to construct subscale factorsof CLT principles.However, of note is that the reliability of the Likert-scalewas shown to be on a par with previous studies such as NgocandIwashita (2012), with aCronbach's alpha of 0.68. Since this result wasslightly less than deemed adequate at $< .70$, as recommended in most social science research(Santos 1999),these data were also analysed on the basis of positive percentage agreement ratings.

4 Results

4.1 Survey Part A – Response to Kumaravadivelu’s ten EFL macro-pedagogical strategies

This section reports the results of Part 1 of the survey that analysed PSTs’ and ISTs’ responses to Kumaravadivelu’s ten EFL macro-pedagogical strategies. Table 1 shows that the majority of both groups agreed with each of the five statements on what teachers should do pedagogically. Percentage positive ratings ranged between approximately 85% and 96% across the groups. Only in relation to items 4 and 1 were there indications of differences in opinion. Compared with 94% of ISTs agreeing that *the teacher's job is not to transmit knowledge but to create as many learning opportunities as possible*, this dropped to 87% for PSTs. Yet in relation to Item 4, *Teachers should provide enough information for students to infer underlying grammatical rules because it is impossible to teach all the rules of English explicitly*, the situation was reversed. Ninety-two percent of pre-service teachers agreed with this compared with only 85% of in-service teachers. Thus, almost all participants in the two groups supported the need to develop learner autonomy, draw upon their students’ cultural knowledge and compare the properties of their first language with English. However, there responses to Item 4 imply PSTs’ may be more aware of how a focus on CLT moves away from teaching grammar through discrete rules. On the other hand, the ISTs’ responses to Item 1 showed them to be slightly more positive towards CLT practice than the PSTs.

Table 1. Comparison of PSTs’ and ISTs’ agreement with the five EFL macro-strategies on what teachers should do

Kumaravadivelu’s (1994) EFL macro-pedagogical strategies	PST	IST
8. Teachers should help students to learn on their own by raising awareness of effective learning strategies and providing problems and tasks that encourage learners to use planning and self-monitoring.	96	94
9. Teachers should allow students to become cultural informants by identifying the cultural knowledge learners bring to the classroom and by using it to help them share their perspectives with the teacher as well as other learners.	95	97
4. Teachers should provide enough information for students to infer underlying grammatical rules because it is impossible to teach all the rules of English	92	85

explicitly.

1. The teacher's job is not to transmit knowledge but to create as many learning opportunities as possible.	87	94
	85	88
5. Teachers should get students to learn the formal properties of English and then to compare and contrast these formal properties with their first language.		

Table 2 reports PSTs' and ISTs' agreement with Kumaravadivelu's five EFL macro-strategies that address pedagogical issues that suggest some subtle differences in the appreciation of CLT practices. It shows there was close agreement between the two groups with regards to items 3, 6 and 7 that show a mutual appreciation particularly for the need for "meaningful discourses" in EFL learning (6), and, for almost three-quarters of each group, the need to reduce *mismatches between teachers' intention and students' interpretation of what is being taught* (3). However, Item 7 raises some concern, since 42% of both groups did not agree that the separation of the four macro skills was artificial, thus, suggesting a lack of appreciation of the need to integrate these skills as part of CLT. Responses to Item 10, *Learning English has social, political, economic, and educational dimensions which shape the motivation to learn it, to determine how it will be used, and to define the skills and proficiency level needed to speak it*, shows a greater percentage of PSTs(94%) were in agreement compared with 88% of ISTs. Although a relatively high percentage of both groups supported this it suggests that as a vital macro-strategy more ISTs should have been in agreement. Similarly, the contrast in the results for Item 2, where more than 20% of PSTs recognised the need for *studentsto beable to initiate classroom talks (not just respond to the teacher's prompts)*, suggests the ISTs' approach remains more in keeping with the tradition of teacher centeredness, whereas the PSTs are more aware of the role of meaningful communicative interactions, including between students.

Table 2. Comparison of PSTs' and ISTs' agreement with the five EFL macro-strategies addressing pedagogical issues

Kumaravadivelu's (1994) EFL macro-pedagogical strategies	PSTs	ISTs
6. Meaningful discourse-based activities are needed to help students to see the interactions between grammar, lexicon, and pragmatics in natural language use.	95	94

10. Learning English has social, political, economic, and educational dimensions, which shape the motivation to learn it, to determine how it will be used, and to define the skills and proficiency level needed to speak it.	94	88
3. Mismatches between teachers' intention and students' interpretation of what is being taught should be reduced.	73	71
2. Students should initiate classroom talks (not just respond to the teacher's prompts), such as by asking for clarification, by confirming, or by reacting, as part of teacher-student and student teacher interaction.	73	94
7. The separation between listening, reading, speaking, and writing is artificial.	58	58

4.2 Survey Part B – Response to Karavas-Doukas's (1996) Beliefs about Language Learning Inventory (BALLI)

This section reports the results of the PSTs' and ISTs' responses to the five sub-scales of the BALLI, namely: (1) group and pair work, (2) error correction, (3) place and importance of grammar, (4) the role of the teacher in the classroom and (5) the role and contribution of learners. Items that were presented in negative form in the survey, and so worded to reflect a preference for traditional pedagogy, are marked with an asterisk. These percentage responses relate to the proportion of participants who showed they favoured traditional practice over communicative language teaching practices.

Group- and pair- work

Table 3 presents the comparison of the two groups' beliefs about the use of group and pair work in the EFL classroom.

Table 3. Comparison of PSTs' and ISTs' attitudes to group- and pair-work (Subscale 1)

CLT Principles	Group and pair-work	PSTs	ISTs
2. Group work activities are essential in providing opportunities for cooperative relationships to emerge and in promoting genuine interaction among students.		96.2	90.9

9. Group work allows students to explore problems for themselves and thus have some measure of control over their own learning. It is, therefore, an invaluable means of organising classroom experience. 94.9 93.9

*22. Group work activities have little use because it is very difficult for teachers to monitor the students' performance and prevent them from using their mother tongue. 67 69.7

*13. Group work activities take too long to organise and waste a lot of valuable teaching time. 40.5 60.6

These results revealed that both PSTs and ISTs generally held positive attitudes to using group and pair work in their teaching with regards to it (2)*providing opportunities for cooperative relationships to emerge and in promoting genuine interaction among students* and (9)*allowing students to explore problems for themselves to have some measure of control over their own learning*. But their attitudes were less positive to the negative Item 22, where approximately 70% of both groups agreed that *group work activities have little use because it is very difficult for teachers to monitor the students' performance and prevent them from using their mother tongue*. This raises a very well-recognised issues for language teachers in needing to facilitate students' use of the target language and minimise their interactions in their first language and the current consideration of translanguaging (Kleyn & Garcia, 2019). Moreover, responses to negative Item 13 showed PSTs to be more supportive of group work. Only 40% agreed it wasted time compared with 60% of ISTs. Thus, these responses suggest the ISTs preferred whole class teaching because it was easier to manage and control students' behaviour.

Error correction

Table 4 summarises the two groups' views on error correction. This subscale contained four items, two of which were written negatively (1 and 10). The majority of both the PSTs and ISTs believed that *teachers' feedback must be focussed on communication effectiveness rather than linguistic form of the students' responses* (6) as in traditional pedagogy. However, at the same time the majority of both groups agreed with the statement that *teachers should correct all grammatical errors students make. If errors are ignored, this results in imperfect learning*

believed that teachers should focus on error correction (10). This preference for correcting errors was also evident in their responses to Item 1 although the differences in percentages, as with Item 10, show around ten percent less PSTs in agreement. Nevertheless, it confirms their view that *grammatical is a most important criterion by which language performance should be judged*. This is reinforced by their responses to Item 14 where only approximately forty percent of each group agreed that *since errors are a normal part of learning much correction is a wasteful of time*, thus showing the majority were not espousing a CLT philosophy.

Table 4. Items in positive attitudes towards error correction (Subscale 2)

CLT Principles	Error correction	PSTs	ISTs
6. For students to become effective communicators in English, the teachers' feedback must be focussed on communication effectiveness and not the linguistic form of the students' responses.		88.6	97.0
*10. Teachers should correct all grammatical errors students make. If errors are ignored, this results in imperfect learning.		83.5	93.9
*1. Grammatical correctness is a most important criterion by which language performance should be judged.		79.7	87.9
14. Since errors are a normal part of learning much correction is a wasteful of time.		43	42.4

Place and importance of grammar

Subscale 3 of the BALLI concerned teachers' attitudes towards the place and importance of grammar. As shown in Table 5, of the six statements, three were written negatively. Importantly, these results tend to support a similar attitude towards CLT as with Subscale 2 but imply there may be some lack of knowledge about the difference between the traditional grammar translation approach to EFL compared with the pedagogical change required for CLT. This is also supported by these data suggesting some contradiction in their views about the changes in practice required by CLT in relation to grammar instruction.

Table 5.Items in positive attitudes towards the place and importance of grammar (Subscale 3)

CLT Principles	Place and importance of grammar	P	IS
		S	T
		T	s
18. For most students, English is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.		9	97
		2.	
		4	
*23. Direct teaching of rules is essential.		8	97
		8.	
		6	
*15. CLT leads to fluency but inaccuracy.		7	84
		2.	.8
		2	
*17. Rules need to be mastered to communicate effectively.		6	75
		9.	.8
		6	
12. Knowledge of rules of a language does not guarantee ability to use the language.		6	81
		0.	.8
		8	
3. Grammar is taught only as a means to an end, not an end in itself.		4	63
		4.	.6
		3	

The majority of both the PSTs and ISTs believed that *for most students, English is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way* (18) in keeping with CLT. However, this conflicts with their very high percentage agreement with Item 23 that *Direct teaching of rules is essential*. Further evidence of their preference for more traditional pedagogy is reflected in both groups' support for the view that *CLT leads to fluency but inaccuracy* (Item 15, although fewer than three quarters of the PSTs took this view compared with 85% of ISTs). But with regards to the need to master rules to communicate effectively (Item 17), between 70% and 75% of PSTs and ISTs respectively

agreed, suggesting they had more insight into the principles of CLT in relation to this. Responses to the remaining two items showed a twenty percent difference in agreement between the two groups. PSTs seem less sure that *knowledge of rules of a language does not guarantee ability to use the language* (Item 12) (61% versus 82%), and similarly much less sure that *grammar is taught only as a means to an end, not an end in itself* (44% versus 64%). However, that also suggests that ISTs are not sufficiently prepared to supervise PSTs, who are being expected to implement CLT.

The role of the teacher in the classroom

The teacher's role in the classroom was the focus of Subscale 4, where there were there were four items with two written in the negative i.e. more representative of traditional practice. Again, when responses to Item 16 and Item 7 are compared there appears to be a lack of clarity in their ability to differentiate traditional practice from CLT. The majority of both groups agreed that *the teacher as a transmitter of knowledge is only one of the many different roles s/he must perform during the course of a lesson*, however, there was much less agreement from PSTs regarding Item 7: *the teacher as 'authority' and 'instructor' is no longer adequate to describe the teacher's role in the language classroom* (87.3% versus 67%). While only 12% less ISTs agreed with this, since they are the supervising or mentor teachers it suggests a gap in knowledge about CLT in practice. Both groups' responses to the remaining two items, 19 and 21, also reflect a majority support for a more traditional approach to teaching EFL, with Item 21 there were 13% fewer PSTs agreed that *students do their best when taught as a whole class by the teachers. Small group work may occasionally be used to vary the routine, but it can never replace sound formal instruction by a competent teacher*.

Table 6. Items in positive attitudes towards the role of the teacher in the classroom (Subscale 4)

CLT Principles	The role of the teacher in the classroom	PSTs	ISTs
16. The teacher as a transmitter of knowledge is only one of the many different roles s/he must perform during the course of a lesson.		87.3	93.9
*19. The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.		86	84.8

*21. Students do their best when taught as a whole class by the teachers. Small group work may occasionally be used to vary the routine, but it can never replace sound formal instruction by a competent teacher. 77.2 90.9

7.The teacher as ‘authority’ and ‘instructor’ is no longer adequate to describe the teacher’s role in the language classroom. 67 81.8

The role and contribution of learners

The remaining Subscale (5) deals with teachers’ views about the role and contribution of the learner. This focuses on how CLT translates to into classroom practice compared with traditional pedagogy with items 4, 5 and 11 supporting traditional EFL teaching practices.

Table 7.Items in positive attitudes towards the role and contribution of learners in the learning process (Subscale 5)

CLT Principles	Role and contribution of learners	PST	ISTs
20. Tasks and activities should be negotiated and adapted to suit the students’ needs rather than imposed on them.		97.5	100
24. A textbook alone is not able to cater to all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students.		94.9	100
8. The student-centred approach to EFL teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential.		92.4	87.9
*11. It is impossible in a large class of students to organise your teaching so as to suit the needs of all.		79.7	97

*4. Since the students come to EFL classrooms with little or no knowledge of English, they are in no position to suggest what the content of the lesson should be or what activities would be useful.	70.9	69.7
*5. Training students to take responsibility for their own learning is futile since students are not used to such a CLT approach.	53.2	78.8

For items 8, 20 and 24, the level of agreement ranged between 87.9% and 100% across both groups. This, suggests strong support for teachers both negotiating and adapting the learning experiences with students and supplementing the textbook with a range of alternative resources to suit their needs, besides using a student-centred approach. However, their responses to the remaining items 3, 4 and 11, which are couched in negative terms, show some variation in their views. While seventy percent of both groups agreed that because students lacked knowledge of English they would not be able to *suggest what the content of the lesson should be or what activities would be useful*, almost all ISTs, compared with 80% of PSTs, agreed *it is impossible in a large class of students to organise teaching so as to suit the needs of all*. However, PSTs were almost equally divided, compared with almost 80% of ISTs, in taking the view that *training students to take responsibility for their own learning is futile since students are not used to such a CLT approach*.

4 Discussion

Through a case study approach this research investigated Libyan pre-service and in-service teachers' perceptions of postmethod EFL pedagogy by surveying their extent of agreement with Kumaravadivelu's EFL macro pedagogical strategies and Karavas-Doukas's (1996) Beliefs about Language Learning Inventory (BALLI). Their survey responses provided insights into their current knowledge, practice and beliefs about EFL pedagogy in the light of the current shift to a more social constructivist approach to language learning where making meaning through authentic language use is paramount. Overall, their responses showed some contradictions in their views about traditional EFL pedagogy and the CLT approach, which imply a lack of depth of knowledge about how CLT is evidenced in practice.

With respect to Kumaravadivelu's EFL macro pedagogical strategies, the vast majority of both groups agreed with each of the five EFL macro-strategies that described what EFL teachers should be doing when implementing CLT. These related to developing learner autonomy, the

importance of raising students' awareness of comparative cultural knowledge, and facilitating their ability to infer grammatical rules through their authentic use of the language. They also included the need to create a range of learning opportunities rather than focus on the transmission of knowledge in their teaching, besides having students learn and compare the formal properties of their L1 and L2 as part of their learning. In comparison, their responses to the five EFL macro-strategies that described typical pedagogical issues in EFL showed some contradiction in their understanding. This implied a lack of depth in their grasp of how CLT ideally occurs in practice. Although, almost all agreed that meaningful discourse-based activities were necessary and that learning English involves different dimensions that both determine the language use, and defines the skills and proficiency level needed to speak it in line with CLT, their remaining responses were less appreciative this approach. For instance, over a quarter of both groups disagreed that mismatches between teachers' intention and students' interpretation of what is being taught should be reduced. In addition, less than two-thirds of each group recognised that from the perspective of CLT that teaching each of the four macros skills separately was artificial. On the otherhand, the ISTs appeared more supportive of students initiating dialogue during the lesson as opposed to merely responding to teachers' prompts, yet almost all PSTs and ISTs had recognised the importance of students needing to use the language for meaningful purposes.

Thus, overall both groups' knowledge and beliefs in relation to the teaching of EFL suggested a lack of depth in putting CLT into practice and some confusion. The results of the BALLI revealed that both PSTs and ISTs held contradictory views, thus providing weak support for the implementation of CLT. Their varied responses showed a lack of connection between how theory is evidenced in practice and vice versa to be able to clearly differentiate between the traditional method and CLT. The importance of integrating the four macro skillsthrough involving students in purposeful interactive, authentic language use in keeping with CLT, therefore appeared weak. Their seemingly stronger focus on teaching as opposed to students' language learning was borne out in their lack of awareness of how when the gap is narrowed between teacher intention and learner interpretation, the chances of reaching successful learning outcomes becomes greater. However, in contrast more than half of the PSTs and ISTs agreed with implementing group- and pair-work activities, and acknowledged differences in the related

roles of teacher and learner, but at the same time correction of errors, including grammar was generally seen as a priority.

Previous studies that used the same beliefs scale with PSTs (Yilmaz 2018) and ISTs (Amin 2016; Ibrahim and Ibrahim 2017; LashgariJamali and Yousofi 2014; Mangubhai et al. 1998; Sanderson 2013) also found that teachers held contradictory views towards CLT. But they still argued that the teachers held positive beliefs towards CLT.

The results also showed inconsistencies in both PSTs' and ISTs' beliefs about the role of teachers and learners in the classroom and dialogic learning experiences. While, they supported the ideas of a student-centred approach, they disagreed that learners should be independent and should take responsibility for their own learning. Similarly, both PSTs and ISTs supported the use of pair-work and group-work although they also saw it as time wasting and their preference was to teach the whole class. Such contradictions were also found by Lashgari et al. (2014), where Iranian EFL teachers acknowledged that students' errors were part of learning, yet they also preferred to correct them when they occurred during the process of learning grammar or when they were evident in conversation. A further anomaly was that both groups agreed that merely knowing grammatical rules does not guarantee accurate language use yet they still preferred to teach the rules directly, believing CLT leads to fluency not accuracy. Similar findings were reported in Mangubhai et al. (1998: 10) who argued that "the balance between accuracy and fluency in classroom activities needs to be worked out by teachers so that they reach a balanced view about these two aspects of language behaviour".

Debreli's (2012) research synergises with these findings and offers some additional insights into the variation in PSTs' views. Although they believed pair-work and group-work, and paying attention to students' views, enhanced students' communication and the quality of teaching the reality of the classroom and school experience was seen as diminishing their practical beliefs. This is not surprising as in the Libyan context the EFL classes were large and the students had limited English proficiency. Thus, the ISTs preferred whole class teaching to more easily control students' behaviour and PSTs were also aware of this tension between trying to implement CLT under such circumstance.

5 Conclusion

Teachers' beliefs and attitudes have been recognised over several decades as having an impact on their pedagogy and practice and this was confirmed by the present research. In exploring

PSTs' and ISTs' views on pedagogical macro skills and beliefs about CLT through survey the research found that the context for learning and the long established traditional pedagogical approach remained a powerful influence on trying to shift to implementing CLT. Both PSTs' and ISTs' responses showed a lack of depth of understanding of how CLT principles appear in practice and how they relate together to facilitate students' meaningful language use in comparison with traditional grammar translation method that is reliant on a text book.

Thus, the research also has implications for the participants' Initial Teacher Education program in considering how the practicum experience can be enhanced in the future, possibly by working more closely with ISTs to ensure their mutual expectations and provide professional development as necessary. While modern approaches to foreign language learning are included in the curriculum, including CLT, this does not emphasis social constructivism. On practicum PSTs follow the teacher instructional guide, which follows CLT principles, but the lack of depth of treatment of the approach in connecting theory to practice and vice versa, and the paradigmatic change in attitude that is required for effective change in practice is very challenging. Time on practicum is also limited in providing sufficient scope for learning to be transformative such that PSTs can decipher the pedagogical differences required to respond effectively to the content in the present survey.

Paradigmatic pedagogical change does not come easy and in this case background pedagogical knowledge seems to be at the surface level and fragmented. Therefore, to address the impact of the personal experience of the traditional information transmission view of learning of these participants there is a need for extensive professional learning, access to exemplars of practice and collaboration for those involved in Initial Teacher Education. This is necessary to maximise the relevance of PSTs practicum experience with respect to their exposure to and support for implementing CLT. However, this is a much greater challenge for developing countries because of the more difficult circumstances such as lack of resources, access to technology/Internet and the ability to draw upon experts in the field.

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