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The BERA Conference 2014

**An investigation of the experiences
of newly graduated English
Language Teachers (ELT) in their
first years in Libyan schools:
a case study in post-conflict Tripoli**

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Focus

- Newly Graduated Teachers are those who have just commenced teaching in state-run schools and have not completed two years of actual teaching
- Experiences
- Challenges



Research Questions

- 1-What are the newly graduated EFL teachers' **perceptions** of their experiences during their first years of teaching in **post-conflict** Libya?
- 2-How are the newly graduated EFL teachers prepared for their teaching practice? What type of **preparation** is it? Who offers it if there is any?
- 3- How do those teachers perceive the **development** of their knowledge, and identities as teachers of English?



Research methodology

- Qualitative Study
- Multiple case studies
- Interviews (Semi-structured)
- Observations
- Documents
- Purposive sampling
- Operationalization of Communities of Practice



The impacts of the conflict

- The Political side
- The Social side
- The Cultural side



The political impact

- Schism
- Loyalty to a group/party
- Diversity of loyalty
- Tension(rift)
- Reserve



The impact of the conflict

- Limited mutual engagement

“The only thing I think of is my syllabus and to teach it and my classes. It is ok up to this time (Eve,2)”.

“I thought there is a staff room where I can sit and chat and there are some who bring breakfast and eat together, do you understand, I have not found such atmosphere (Jory,2)”.



Joint enterprise

- Lack of accountability

“From the first day I have come here, nobody knows what I have done and what I have not done and where I have reached and what I have not reached (Sarah,2)” .

“In terms of the new teacher, I consider myself delinquent; it is supposed that I have made a visit or two to each and followed her and we solve some of the problems, but I have not attended with them and seen how they deal with students(Salem)”



shared repertoire

“I have asked one of the teachers but I have understood that she was **reluctant** ; she was not satisfied. Everything **comes** unwillingly I do not like **it** (Sam,3)”.

“ There are many things in school, I expected them to tell us about, but they let us ask and we are supposed to know the answers by ourselves, like exam papers. I expected them to tell us what to write, for instance, at the top of the page, types of questions. I expected them to guide us about questions and what to include and how the paper should be. (Eve,2).



The social impact of the conflict

- Reserve
- Preference of not to tackle any political issues in daily interaction
- Avoidance of contacts



Cultural impact

Exacerbation of age barrier

“The difference in ages makes the communication more formal. Therefore, I do not **deepen my relationship** with many of them...(Nawal, 3)

“They **are not in my age** and I do not know them and my relations are all formal about the curriculum and teaching and that is. Concerning other teachers in the school in general, my relation with them all is formal; greeting and that is (Rab, 2).



The social impact of the conflict

- Self-socialization

“The only thing I think of is my syllabus and to teach it and my classes. It is ok up to this time. (Eve, 2)”

“I am a teacher of English, so I am restricted to teaching more than offering service. I am devoted to teaching more than... (Participating in school activities) (Amall, 2)”



Conclusion

- This presentation dealt with the trilogy of the conflict; the political social and cultural
- The three elements of CoP and the conflict
- The Exacerbation of self socialization and age barrier as a result of the conflict



And
any questions?



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Thank you

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