

**Quality Assessment of English Language Programmes in Libyan
Universities: With Reference to Tripoli University**

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Declaration

This submission is my own work and contains no material previously published or written by another person nor material which has been accepted for the award of any other degree or diploma of the University or other institute of higher learning, except where due acknowledgement has been made in the text, in the United Kingdom or overseas.

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Abstract

This study examined the quality of English language programmes at Libyan universities and in particular at Tripoli University, in order to identify the factors that have contributed to the decline in standards of students studying English at degree level. The motivation behind selecting this topic area is that English language programme at Tripoli University is dated and not fit for purpose. Thus English programmes are in need of major changes to improve students' language skills.

There is a broad literature on the need for research on language programme evaluation across many parts of the world. Many educational systems and teaching institutions undertake periodic evaluation of their programmes. Many key authors agree on the importance of evaluation and argue that evaluation is more than just the collection of information and data, it involves making judgements about the worth, merit or value of a programme. Programme evaluation is also a form of validation process to find out if the assessed programme is fit for purpose and meets the students' needs and expectations.

This study adopted a mixed methods approach as relying on one single research approach and strategy would reduce the effectiveness of this study. The rationale for adopting a quantitative and qualitative research approach is related to the purpose of the study, the nature of the problem and research questions. Thus quantitative data were collected through questionnaires involving (300) students at Tripoli University (Libya) and was analysed using SPSS. This was supported by qualitative data using semi-structured interviews involving eight lecturers at Tripoli University using content analysis.

The findings revealed that most of the students recognise the need for radical changes to revamp the language programme to address the decline of English language skills. Students are aware of their inadequate English standards, as the findings showed that a majority of students had positive attitudes and were highly motivated to learn the English language. The conclusions indicated that the English language programme has major shortcomings that need to be addressed such as resources, teaching and learning facilities, training workshops for staff development and insufficient library resources. The results also clarified that the English language programme needs to be evaluated on a regular basis in order to assess its effectiveness in order to enhance the quality of education.

The study makes suggestions that will have implications for improvement and development for the English language programme. A framework is proposed to reform and revamp the English language programme.

This study contributes to raise awareness regarding the importance of evaluating English language programmes, to allow decision-makers to take necessary steps to promote the English language. This study also makes a theoretical contribution by expanding the literature on the research topic which is Quality assessment English language programmes at Libyan Universities. It also raises awareness about the root causes of the decline of English language standards.

Table of Contents

1.1 Purpose of the study	1
1.2 Background of the study	2
1.1.1 An Overview of the key Literature	7
1.2 Statement of the Problem	11
1.3 Research Objectives	14
1.4 Research Questions	15
1.5 Justification of the study	16
1.6 Structure of the study	17
1.7 Summary of the Chapter	19
Chapter Two	20
Research Background	20
2.1 Introduction	20
2.2 Location and population of Libya	20
2.3 An Overview of Education in Libya	21
2.4 The Libyan Educational levels	22
2.5 The Role of Teaching English Language in Libyan Education	24
2.6 The Quality of Higher Education in Libya	27
2.6.1 Challenges of Higher Education	28
2.7 Students' Attitudes towards learning English	30
2.8 The Libyan Economy and Education	34
2.9 Summary	36
Chapter Three	37
Literature Review	37
3.1 Programme Evaluation	37
3.2 Defining Programme Evaluation	38
3.3 A Brief History of Programme Evaluation	48
3.4 Purpose of Programme Evaluation	51
3.5 Types of Evaluation	55
3.6 An overview of Programme Evaluation across the world	58
3.7 Programme Evaluation Approaches and Models	65
3.8 Programme Theory Evaluation	73
3.9 Developing a Framework for an English Language Programme	75
3.10 A Framework design	79
3.11 The importance of Constructive Alignment for the learning process	83

3.12 The Role of Needs Analysis in Language Programme Evaluation	85
3.13 An overview of Needs Analysis	90
3.14 Summary and Gaps in the Literature	92
Chapter Four	95
Research Methodology and Methods	95
4.1 Introduction	95
4.2 Methodologies and Methods	96
4. 3 Research Objectives	98
4.3.1 Research Questions	98
4.4 Research Paradigm and Philosophy	99
4.4.1 Ontology.....	101
4.4.2 Epistemology.....	101
4.5 Positivism	102
4.6 Interpretivism	105
4.7 Realism	106
4.8 Pragmatism	107
4.9 Constructivism	107
4.10 Justification for research Philosophy for this study	110
4.11 Research Approach	111
4.11.1 Deductive Approach.....	112
4.11.2 Inductive Approach.....	113
4.12 Research Methods	114
4.13 Data Collection Methods	115
4.13.1 Quantitative Method	116
4.13.2. Questionnaire as a means of data collection.....	117
4.13.3 Data analysis from the questionnaire.....	121
4.13.4 Validity and reliability of questionnaire.....	123
4. 13.5 Reliability.....	124
4.14 Qualitative Methods	126
4.14.1 Semi-Structured interviews as a means of data collection.....	128
4.15 Qualitative versus Quantitative Research Methods	131
4.15.1 Contrasts between quantitative and qualitative research	133
4.15.2 Similarities between quantitative and qualitative research.....	134
4.16 Mixed Methods	135
4.17 Justification for the choice of Mixed Methods	136

4.18 Sampling Population	141
4.19 Sample Selection for this study	141
4.20 The Pilot study	145
4.21 Ethical Considerations	148
4.22 Summary of the Chapter	149
Chapter Five	151
Data Analysis	151
5.1 Introduction	151
5.2 Data analysis of questionnaire	151
5.3 Research Methods	152
5.4 Respondents' Age	152
5.5 Respondents' level of study	153
5.7 Descriptive statistical analysis	154
5.8 Data analysis t – test for questionnaire	154
5.8.1 Independent sample t-test Students' Motivation for studying English.....	154
5.8.2 Independent sample t- test Structure of the English Programmes at Tripoli University	160
5.8.3 Independent sample t- test Staff Delivery of the English Programme	165
5.8.4 Independent sample t- test Teaching Facilities	167
5.8.5 Independent sample t- test Assessment	168
5.8.6 Independent sample t- test English learning Environment in Libya	169
5.9 One way Anova test involving means	170
5.9.1 One way Anova test – structure of the English Programmes at Tripoli University	170
5.9.2 One- way Anova test Staff Delivery of English Programme.....	174
5.9.3 One- way Anova test Assessment.....	175
5.10 Pearson correlation	179
5.11 Summary of the data analysis of the questionnaire	222
5.12 Data analysis of the semi-structured interviews	223
5.12.1 Introduction	223
5.12.2 Interviewee Backgrounds	223
5.12.3 Perceptions towards Government Policy and the English Language Programme	224
5.12.4 Evaluating existing English Language Programmes	227
5.12.5 Lecturers' Perceptions on the English language programme	229
5.12.6 Assessment	231
5.12.7 Facilities	232
5.13 Summary of the chapter	232

Chapter Six	234
Conclusions and Recommendations.....	234
6.1 Introduction	234
6.2 Theories and concepts of Programme Evaluation.....	234
6.3 Students' motivation for studying English	236
6.4 Students' and lecturers' perceptions on the structure of English programmes at Tripoli University	237
6.5 Students' perceptions on staff delivery	240
6.6 Students' views on Teaching Facilities	242
6.7 Students' Perceptions towards Assessment.....	245
6.8 Students' perspectives towards the English learning environment in Libya.....	247
6.9 Conclusion.....	250
6.10 Recommendations.....	252
6.11 Limitations of the study	254
6.12 Contribution to Knowledge	255
6.13 Suggestions for further research	257
6.14 Summary of the chapter	259
References	261
Appendices	290
Appendix 1	290
Appendix 2	292
Appendix 3: Students' Questionnaire.....	293
Appendix 4: Semi-Structured Interview Questions for lecturers.....	299

List of Tables

TABLE 1. 1 THE NUMBER OF STUDENTS IN PRIMARY INTERMEDIATE AND UNIVERSITY LEVELS IN THE PERIOD OF 1961-2007 SOURCES: GENERAL AUTHORITY FOR INFORMATION (2008).....	2
TABLE 1. 2: THE NUMBER OF STUDENTS AND TEACHING STAFF AT THE LIBYAN UNIVERSITIES FOR THE ACADEMIC YEAR 2006/2007 SOURCES: GENERAL AUTHORITY FOR INFORMATION (2008)	3
Table 4. 1 The differences between positivist and interpretive research approaches (Weber,2004:iv).....	102
TABLE 4. 2 COMPARISONS OF FOUR RESEARCH PHILOSOPHIES (SAUNDERS ET AL., 2009C:119)	109
TABLE 4. 3: MAJOR DIFFERENCES BETWEEN DEDUCTIVE AND INDUCTIVE APPROACHES TO RESEARCH. ADAPTED FROM SAUNDERS ET AL. (2009C:127)	114
TABLE 4. 4: THE NUMBER OF QUESTIONNAIRES DISTRIBUTED AND RETURNED.....	121
TABLE 4. 5: QUALITATIVE VERSUS QUANTITATIVE RESEARCH METHODS (YOUNG, 2007: 10).....	132
TABLE 4. 6: STRENGTHS AND WEAKNESSES OF MIXED RESEARCH ADAPTED FROM JOHNSON AND ONWUEGBUZIE (2004:21)	140
TABLE 4. 7: DESCRIBES THE COEFFICIENTS ALPHA OF THE STUDY INSTRUMENT	148
Table 5. 1: Respondents' Gender.....	152
TABLE 5. 2 RESPONDENTS' AGE	152
TABLE 5. 3 LEVEL OR YEAR OF STUDY.....	153
TABLE 5. 4: CRONBACH'S ALPHA.....	154
TABLE 5. 5: INDEPENDENT T TEST- MOTIVATION	154
TABLE 5. 6 INDEPENDENT T- TEST MOTIVATION	156
TABLE 5. 7: INDEPENDENT T- TEST MOTIVATION	156
TABLE 5. 8: INDEPENDENT T- TEST MOTIVATION	157
TABLE 5. 9: INDEPENDENT T- TEST MOTIVATION.....	158
TABLE 5. 10: INDEPENDENT T - TEST MOTIVATION.....	158
TABLE 5. 11: INDEPENDENT T- TEST MOTIVATION	159
TABLE 5. 12: INDEPENDENT T-TEST MOTIVATION.....	160
TABLE 5. 13: INDEPENDENT T-TEST STRUCTURE OF THE ENGLISH PROGRAMME	161
TABLE 5. 14: INDEPENDENT T- TEST STRUCTURE OF ENGLISH PROGRAMME	161
TABLE 5. 15: INDEPENDENT SAMPLES T -TEST STRUCTURE OF ENGLISH PROGRAMME	162
TABLE 5. 16 INDEPENDENT SAMPLES T -TEST STRUCTURE OF ENGLISH PROGRAMME	163
TABLE 5. 17: INDEPENDENT SAMPLES T -TEST STRUCTURE OF ENGLISH PROGRAMME	164
TABLE 5. 18: INDEPENDENT SAMPLES T -TEST STRUCTURE OF ENGLISH PROGRAMME	164
TABLE 5. 19: INDEPENDENT SAMPLES T -TEST STAFF DELIVERY OF ENGLISH PROGRAMME.....	165
TABLE 5. 20: INDEPENDENT SAMPLES T -TEST STAFF DELIVERY OF ENGLISH PROGRAMME	166
TABLE 5. 21: INDEPENDENT SAMPLES T -TEST STAFF DELIVERY OF ENGLISH PROGRAMME	167
TABLE 5. 22: INDEPENDENT SAMPLES T -TEST TEACHING FACILITIES.....	167
TABLE 5. 23: INDEPENDENT SAMPLES T -TEST ASSESSMENT.....	168
TABLE 5. 24: INDEPENDENT SAMPLES T -TEST ASSESSMENT	169
TABLE 5. 25: INDEPENDENT SAMPLES T -TEST ENGLISH LEARNING ENVIRONMENT.....	170
TABLE 5. 26: ONE-WAY ANOVA- STRUCTURE OF THE ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	171
TABLE 5. 27: ONE-WAY ANOVA- STRUCTURE OF THE ENGLISH PROGRAM AT TRIPOLI UNIVERSITY	172
TABLE 5. 28: ONE-WAY ANOVA- STRUCTURE OF THE ENGLISH PROGRAMME AT TRIPOLI UNIVERSITY .	172
TABLE 5. 29: ONE-WAY ANOVA- STRUCTURE OF THE ENGLISH PROGRAMME AT TRIPOLI UNIVERSITY .	173
TABLE 5. 30: ONE-WAY ANOVA- STRUCTURE OF THE ENGLISH PROGRAMME AT TRIPOLI UNIVERSITY .	174
TABLE 5. 31:ONE-WAY ANOVA- STAFF DELIVERY OF ENGLISH PROGRAMME	175
TABLE 5. 32: ONE-WAY ANOVA- ASSESSMENT	176
TABLE 5. 33 : ONE-WAY ANOVA- ASSESSMENT	176
TABLE 5. 34: ONE-WAY ANOVA- ASSESSMENT	177
TABLE 5. 35ONE-WAY ANOVA- ASSESSMENT	178
TABLE 5. 36 SIGNIFICANT PEARSON CORRELATION- STUDENTS' MOTIVATION FOR STUDYING ENGLISH	179
TABLE 5. 37 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	179
TABLE 5. 38 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	180

TABLE 5. 39 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	181
TABLE 5. 40 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	182
TABLE 5. 41 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	182
TABLE 5. 42 SIGNIFICANT PEARSON CORRELATION- STUDENT’S MOTIVATION FOR STUDYING ENGLISH	183
TABLE 5. 43 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY	183
TABLE 5. 44 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	184
TABLE 5. 45 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	185
TABLE 5. 46 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	185
TABLE 5. 47 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	186
TABLE 5. 48 SIGNIFICANT PEARSON CORRELATION- STUDENT’S MOTIVATION FOR STUDYING ENGLISH	187
TABLE 5. 49 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY	187
TABLE 5. 50 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	188
TABLE 5. 51 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	189
TABLE 5. 52 SIGNIFICANT PEARSON CORRELATION- STUDENT’S MOTIVATION FOR STUDYING ENGLISH	189
TABLE 5. 53 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI	190
TABLE 5. 54 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	191
TABLE 5. 55 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	191
TABLE 5. 56 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	192
TABLE 5. 57 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	192
TABLE 5. 58 SIGNIFICANT PEARSON CORRELATION- STUDENT’S MOTIVATION FOR STUDYING ENGLISH	193
TABLE 5. 59 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY	194
TABLE 5. 60 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	194
TABLE 5. 61 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	195
TABLE 5. 62 SIGNIFICANT PEARSON CORRELATION-ASSESSMENT	195
TABLE 5. 63 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	196
TABLE 5. 64 SIGNIFICANT PEARSON CORRELATION- STUDENT’S MOTIVATION FOR STUDYING ENGLISH	196
TABLE 5. 65 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY	197
TABLE 5. 66 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	197
TABLE 5. 67 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	198
TABLE 5. 68 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	198
TABLE 5. 69 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	199
TABLE 5. 70 SIGNIFICANT PEARSON CORRELATION- STUDENT’S MOTIVATION FOR STUDYING ENGLISH	200
TABLE 5. 71 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY	201
TABLE 5. 72 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	201
TABLE 5. 73 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	202
TABLE 5. 74 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	202
TABLE 5. 75 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	203
TABLE 5. 76 SIGNIFICANT PEARSON CORRELATION- STUDENT’S MOTIVATION FOR STUDYING ENGLISH	203
TABLE 5. 77 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY	204
TABLE 5. 78 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	204
TABLE 5. 79 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	205
TABLE 5. 80 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	205
TABLE 5. 81 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	206
TABLE 5. 82 SIGNIFICANT PEARSON CORRELATION- STUDENTS’ MOTIVATION FOR STUDYING ENGLISH	206

TABLE 5. 83 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	207
TABLE 5. 84 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	207
TABLE 5. 85 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	208
TABLE 5. 86 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	208
TABLE 5. 87 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	208
TABLE 5. 88 SIGNIFICANT PEARSON CORRELATION- STUDENTS' MOTIVATION FOR STUDYING ENGLISH	209
TABLE 5. 89 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	209
TABLE 5. 90 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	210
TABLE 5. 91 SIGNIFICANT PEARSON CORRELATION- TEACHING FACILITIES	210
TABLE 5. 92 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	211
TABLE 5. 93 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	211
TABLE 5. 94 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	212
TABLE 5. 95 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	213
TABLE 5. 96 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	213
TABLE 5. 97 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	214
TABLE 5. 98 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	214
TABLE 5. 99 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME ..	215
TABLE 5. 100 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME	216
TABLE 5. 101 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	216
TABLE 5. 102 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	217
TABLE 5. 103 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	217
TABLE 5. 104 SIGNIFICANT PEARSON CORRELATION- STUDENT'S MOTIVATION FOR STUDYING ENGLISH	218
TABLE 5. 105 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	219
TABLE 5. 106 SIGNIFICANT PEARSON CORRELATION- ASSESSMENT	220
TABLE 5. 107 SIGNIFICANT PEARSON CORRELATION- STAFF DELIVERY OF THE ENGLISH PROGRAMME	220
TABLE 5. 108 SIGNIFICANT PEARSON CORRELATION- STRUCTURE OF ENGLISH PROGRAMMES AT TRIPOLI UNIVERSITY.....	221
TABLE 5. 109 SIGNIFICANT PEARSON CORRELATION- ENGLISH LEARNING ENVIRONMENT IN LIBYA	221
TABLE 5. 110 PROFILE OF PARTICIPANTS IN SEMI-STRUCTURED INTERVIEWS.....	223

List of Figures

FIGURE 3. 1 THE CURRICULUM DEVELOPMENT MODEL SUGGESTED BY BROWN (1995C).....	77
FIGURE 3. 2: RICHARDS' VIEW OF CURRICULUM DEVELOPMENT (RICHARDS, 2001A).....	78
FIGURE 3. 3: DIMENSION OF THE FRAMEWORK: STRATEGY PLAN FOR TRIPOLI UNIVERSITY. SOURCE DEVELOPED BY THE PRESENT RESEARCHER.	82
FIGURE 3. 4 ALIGNING LEARNING OUTCOMES, LEARNING AND TEACHING ACTIVITIES AND THE ASSESSMENT. ADAPTED FROM BIGGS (1999A:27).....	84
Figure 4. 1: The chart of sampling techniques Saunders et al. (2009c:213).....	143
FIGURE 4. 2: YAMENE'S FORMULA:	145

List of Abbreviations

ELT	English Language Teaching
GPCE	General Peoples' Committee of Education
ICT	International Communication Technology
ILOs	International Learning Outcomes
NA	Needs Analysis
MM	Mixed Methods
GDP	Gross Domestic Product
EFL	English as Foreign Language
SPSS	Statistical Package for Social Science

Chapter One

Introduction

1.1 Purpose of the study

This study aims to examine the quality of English language programmes at Libyan Universities and in particular at Tripoli University, in order to identify the factors that have contributed to the decline in standards of students studying English at degree level. As a developing country Libya, has been struggling to meet the growing demand of quality English language in education due to several constraints. Thus the Quality English Language at degree level remains a challenging prospect in Libya. The challenges of quality English language programme can be attributed to lack of quality English language teaching (ELT) resources, both human and material. This study provides a rationale for revamping the current English programmes at Libyan Universities and in particular at (Tripoli University) in the light of the new political change in Libya. It suggests a framework for the development of adequate and quality English language programmes.

However, the motivation behind investigating the quality of the English language programme at Tripoli University stems from the belief that a long-term plan for the English programme with fundamental changes should be undertaken to improve students' English language skills. The need to build extensively in order to educate so many in a short time creates the classical dilemma of quality of education versus quantity of education, a common problem in many developing countries (Alhamali, 2007).

1.2 Background of the study

Higher Education in Libya consists of the following sectors which are: university education, higher technical and vocational institutions and institutions for training. One of the most important and largest institutions of higher education in Libya is the University of Tripoli, formally known as Alfateh University. It offers free education to 25,000 undergraduate students and postgraduate students'. It employs around 3000 academic staff. Khalifa (2002) states that Libyan's population of approximately 6.5 million now includes 1.7 million students. The university was founded in 1957 as the faculty of science of the University of Libya. The faculty of Agriculture established in 1966 then the college of petroleum and minerals in 1972. The University of Tripoli was split into two independent universities in 1973. The colleges that were located in Tripoli joined the new University of Tripoli and the ones that are in Benghazi joined the new University of Benghazi formally known as Garyunis.

Table 1.1 - The Number of students in primary intermediate and university levels in the period of 1961-2007				
	Academic Year			
Educational level	1961/62	1977/78	1987/88	2006/07
Primary level	144,570	769,636	1,169,000	1,079,554
Intermediate level	3317	29,273	60,300	136,928
University level	1028	13,352	38,840	231, 762
Total	148,915	812,261	1,268,140	1, 448,244

Sources: General Authority for Information (2008)

Table 1.1 illustrates the number of students in primary, intermediate and university levels in the periods from 1961 to 2007.

Table 1.2: The number of students and teaching staff at the Libyan universities for the academic year 2006/2007						
University	Students' Number			Teaching Staffs Number		
	Male	Female	Total	Libyan	Foreign	Total
Tripoli University formely Al-Fatah University	522	2548	7805	139	18	157
University of Libya	6028	3903	9931	128	1	129
Sabha University	353	114	467	41	3	44
Nasar University	134	33	167	44	-	44
Omar Al-Moktar University	1056	1292	2348	53	11	54
Al-Mrgeb University	2982	655	2637	136	7	143
Al-Jabel Al- Gharbi University	673	259	932	84	1	85
7 th October University	1507	430	1937	68	12	80
Al-Tahadi University	604	310	914	37	9	46
Seventh of April University	-	-	1546	80	11	91
Total	18558	9580	29684	810	73	837
Specialist schools	21539	12279	33818	-	-	-
Total	40097	21859	63502	810	73	837

Sources: General Authority for Information (2008)

Table 1.2 reveals the number of students and teaching staff at Libyan Universities for the academic year 2006/2007. There were about 341841 students enrolled in all universities in Libya in the academic year 2010/2011, more than 90% are enrolled in public universities (Higher Education in Libya, 2012).

Since 1954 English language was taught in Libya from primary to secondary schools. In 1973, it was introduced to preparatory schools and removed from the primary level. In 1986 for political reasons English language was banned from schools and universities. This led to both English and French departments at the universities being closed and both languages were gradually phased out from the university curricula by the government at the time to apparently stop western influences and corruption of the Libyan society. This ban of the English language from schools lasted six years until 1992.

This made a significant depression in the level of English language learning in the country.

Sawani (2009:2) states that *“this was due to the cultural, political and economic factors which have deeply influenced the educational system at that time.”* As a result, this affected the English proficiency of university graduates negatively. Teachers and students at that time were all deprived from the learning of foreign languages. The Libyan educationalists after nearly ten years from 1986 to mid-1990s have realised the problem and decided to reincorporate English in the curriculum. This in turn had led a detrimental impact on existing English language teachers who were hugely undermined by this decision having to teach geography or history instead of English. Sinosi (2010) indicates that the teacher in the Libyan context seems to have failed to link English language structure with the social meanings where the English language is used.

Therefore, some of those teachers preferred to carry on teaching geography and history when English reinstated in schools again and they did not return to their original area of expertise which is teaching English. Gadour (2006) points out that this created an obstacle in the teaching and learning environment because many teachers have forgotten the English language. Only a few teachers left were able to teach English. To overcome this problem, programmes for training teachers of English were designed. These training workshops were a knee-jerk reaction to a massive shortage of qualified English teachers and were doomed to failure because they were ill planned and lacked the qualified staff to train Libyan teachers. Introducing new teaching methods did not work as expected. Libyan teachers of English were accustomed to traditional chalk and talk methods and using materials that were only involved on the

Libyan culture. Peterson and Coltrane (2003) stress that the curriculum must include native materials to help learners get involved in true cultural experiences. These materials can be adopted from sources such as newspapers, magazines, websites, news programmes, lectures...etc.

Vandeawall (2006:40-41) argues that:

While educational development is still a priority for the government, the educational programmes in Libya suffer from limited and changeable curricula, a lack of qualified teachers, Nonetheless, education is already free at all levels.

This means that changes to the curriculum in, Secondary schools,' and poor development activities have influenced the teachers' way of teaching and even their knowledge of dealing with such changeable materials. University lecturers teach and select materials for their subject without practical knowledge about how to design course material or how to transmit to students the English language skills which leads to graduates in English with a limited command of the language.

Although, Quality Assessment in English Language Programmes is a topic that has been extensively researched, it is an area which is constantly evolving and has been widely developed in the West (Fitzaptrick, et al. 2004; Lee, 2008). Educational programme evaluation in the west is upcoming the position of a profession (Lee, 2008). However, very little research has been carried out in Libya particularly in Higher Education. Alawar (2006:26-28) states that *"As in many other countries, Higher Education (HE) in Libya has undergone a massive expansion over the last ten years or more."* However, despite the significant expansion of education, a number of analysts argue that Higher Education institutions have increased in number at the expense of quality.

Albadri (2006), Aldhaif, et al. (2001), Alfaidy and Ibrahim (1997) also argue that Higher Education in general suffers from a lack of appropriate planning mechanism and procedures. The Libyan education system has faced considerable international and local pressures for change in recent years to meet the needs of undergraduate English language programmes. The four-year language students' graduates have in general poor linguistic ability and therefore unemployable. This is due to the low proficiency level in English of most of the students that are accepted into the English department without taking into consideration their level and whether or not they will be able to cope. They also do not have enough time to practice English; most of the graduates use Arabic even after becoming English language teachers. English language graduates lack the communicative skills in English. Hence, lack of foreign language competence is a fact within academic disciplines as in the society itself. Black (2007) points out that after years when foreign language teaching was banned, Libyans are now queuing up to learn English.

When developing and implementing evaluation strategies, academic components should have at least one of the following three purposes in mind: to improve, to inform, and/or to prove. The result from an evaluation process should provide information that can be used to determine whether or not intended outcomes are being achieved and how the programmes can be enhanced. An evaluation process should also be considered to inform a departmental faculty and other decision-makers about relevant issues that can have an influence on the programme and student learning (Stassen, et al., 2000). Although, education ministries and departments of languages as well as universities in most countries of the world have launched dramatic activities to develop and update their teaching programmes to cope with the

new challenges. Most Arab countries teach English language as part of their public education but these programmes have produced poor results, outcomes and performances of many students' English language proficiency over the years (Arab World English Journal, 2012). Therefore, evaluating an English language programme at the university level should focus on assessing student learning and experience to determine whether students have acquired the skills, knowledge and competencies that are associated with their English programme of study. Quality Assessment of any teaching and learning programme is to determine its strengths and weaknesses.

1.1.1 An Overview of the key Literature

The topic of Quality Assessment of English has been widely recognised by scholars over the last decades, with a vast amount of research being conducted into the most significant contributing factors to success of English Language teaching and learning. Scholars of various schools of the discipline have laid emphasis on different situational or individual characteristics as the most important factor contributing to the process.

Much has been said and written over the years about the merit or demerits of the traditional teaching methods. Currently language programme evaluation has been emphasised in education and many approaches have been developed and models have been suggested (Tunc, 2010; Watanabe et al., 2009; Isik, 2013). There are various debates in the literature regarding the most effective approach to quality assessment. Many approaches to evaluation share the long-term objectives of programme improvement. The field of evaluation has evolved in recent decades and has been given more attention (Luskin and Ho, 2013).

During the 1950's and 1960's, after independence, most Arab countries have struggled to develop educational systems that would enable their societies to build an educational system that would flourish and grow (Amel, 2006). According to The General People's report (2008), the Libyan Educational system faces many challenges related to the demands of the growth regarding the quality of education and access to qualified teachers. Sawani (2009) argues that the teaching of English at university level has no fixed curriculum. The English Department at Tripoli University is responsible for creating course outlines for its teachers, who are free to choose whatever curriculum they wish. This particular point leads to curricula with no particular system or standardisation, even between teachers in the same department. Whereas, the English curricula at school level are well organised and evaluated by the education authority. At universities, on the other hand, there is no agreed curriculum for students to learn by, particularly in the English department which is led by people not by policies or programmes. There are general outlines of the subjects that students should study each year but no clear guidelines about the contents of each subject. Teachers prefer to teach reading and writing skills to their students rather than listening and speaking skills. As a result, the students are demotivated and frustrated in their attempts to learn English. The Libyan Education Authority (1995:105) states that the Libyan government provides policy statements detailing the aims of the school; for example

“Curriculum must cover all the activities in a school designed to promote the moral, cultural, intellectual and physical development of students and must prepare them for opportunities, responsibilities and experiences of life and society.”

However, when developing a curriculum it needs to take into account the organisation or context in which it is going to be delivered. The curriculum should be designed in a

way to fit “*in terms of approach, level and content*” within the overall language programme. If a new language programme is being developed or designed, then a number of issues should be considered and addressed to meet the needs of all stakeholders involved to prepare them for the outside world (McKimm, 2007: 9). However, El-Hawat (2006b) highlights that in the university education system, the education authority simply authorises their national university managers to apply whatever policy they personally feel is most suitable; this particular point has caused differences between universities and even faculties. The English Department should be responsible for the quality of its programmes. Every learner wants a quality learning programme that will allow him/her the opportunity to obtain a useful degree of English. Latiwish (2003) explains that learning English as a foreign language in Libya is viewed as a matter of mastering grammatical rules and vocabulary, and many English language curricula and accompanying course books are designed to promote this by memorisation. Many Libyan teachers are also influenced by a particular culture belief of learning as in the traditional Libyan classroom, where teachers have more control and where students have no interaction and little participate and engagement. Thus, the English programme aims to teach the system and structure rather than the meaning and content. It stresses the surface structure over the deep structure.

It is generally acknowledged that a university must develop mechanisms to self-assess its programmes to find out if the goals that have been developed, correspond to the university’s strategic plans. Since most staff members possess little experience with Higher Education systems, training should focus on providing exposure to Higher Education processes (Khailany and Linzey, 2006). However, in the case of Libya there is no apparent university strategic plan or vision. Being an English Language Teacher at

Tripoli University is a challenging task as well as an enriching experience. Students lack motivation, interest and competitive spirit. The non-availability of study materials and library resources is an issue which hinders the process of learning the English language (Rajendran, 2010). Ideally the English language teacher tries to constantly adapt to his/her students' needs. This means updating, innovating and motivating learners of English. Therefore, it is known that a highly motivated teacher with positive attitude will always do his/her best in teaching. Despite the recent changes in language education which have stressed the autonomous nature of learner's learning, the teacher's role is still considered one of the main factors behind successful language teaching (Harmer, 1991). McAllister (2009) reflects on the challenges of language teachers. He stresses that techniques, aims and materials that relate to language teaching need to be reformed. Freeman and Johnsons (1998) highlight the central role of the teacher in language teacher education despite emphasis on methods and materials. They assert that focus should be the teaching activity, the teacher who implements it, its related context as well as pedagogy. Elabbar, (2011:11) states that the:

Libyan teachers learned to be Libyan teachers in a particular social context, using a particular kind of knowledge at a particular time, therefore their practices are socially constructed. The practices of Libyan teachers teaching English as a foreign language at the university level can be seen as constructed from their cultural background. Views on learning and teaching, and the kind of education they have received: theoretical knowledge about the teaching. They are a product of the way learning is managed in the university context. These problems are exacerbated by the top down approach of faculty and departmental control; these managers (in this context of belief and culture) consider university teachers already qualified enough to teach any subject. This managerial expectation puts pressure on these teachers to perform, without providing the necessary training and professional support.

However, the higher education level in Libya, as in several other Arab states, is influenced by some factors that might prevent it from performing the desired functions.

These factors are considered obstacles facing this type of education:

- Job specification criteria for selecting university teaching staff members.
- The increase in student population is not matched by staff recruitment to deliver the programme.
- The absence of fixed contracting standards with foreign staff members opened the way for unqualified teachers to step into the university teaching process (The Libyan National Commission for Education, Culture and science, 2004).

Therefore, this research aims to examine the challenges and constraints facing the quality of English programmes at Tripoli University and make suggestions on how to address these problems to enhance the learning and teaching of English at university.

1.2 Statement of the Problem

This study aims to investigate the current quality of English programme delivered at Tripoli University. This programme has not been able to meet the demands, needs and expectations of learners. The deterioration of standards has been attributed to inadequate and dated English language programme which has not changed for four decades, the poor teaching environment, inadequate infrastructure, and national and multinational English language staff that are ill prepared, ill qualified and are mostly untrained.

In fact, most of the university teachers at the English department in Libya are from different nationalities due to the shortage of qualified Libyan teaching staff. As a result

many Libyan lecturers are sent abroad to complete their postgraduate studies. This situation has forced the ministry of Higher Education to recruit foreign lecturers. Consequently, course content, assessment criteria and processes and teaching practices are as varied as the nationalities of the lecturers who deliver the English language programme. Everyone to themselves, there are no guidelines outlining the broad objectives and learning outcomes. Another issue which seems to be a cause for concern is related to the lack of breath and variety of learning experiences of students studying English, their contact and exposure to the English language is limited to the classroom.

Even though, Tripoli University has the basic technology infrastructure such as computers and a few language laboratories it still uses the traditional model of education “chalk and talk” in teaching and learning. It is widely accepted that integrating technology in teaching English in Libyan universities can help improve students’ proficiency in the English language. Providing teachers access to computers, software, and the internet is only part of incorporating technology successfully into teaching, but not all of these teachers are using technology in their classroom especially in secondary schools. This has been an issue raised by the Libyan Ministry of Education (Ministry of Education Report, 2009). Saaid (2010) states that in addition, Libyan inspectors of teaching EFL from the Ministry of Education recommend that teachers integrate technology in teaching English, but many teachers ignore this call. As a result this has led to students being disinterested with the same style of teaching approach and their aim of studying English is mainly to pass the exams at the end of the semester, without taking into consideration the problems that will face them when

they travel abroad to study at universities which require a high English Language proficiency.

However, the Higher Education sector in Libya following the latest regime change can look forward to a brighter future, where universities have more control over educational programmes which have suffered from lack of a clear curriculum. The students tend to learn by rote rather than by reasoning which is a characteristic in most Arab education in general. A Harvard study of Arab higher education also found that widespread practices of rote learning and memorization exercises are incapable of developing abilities in students for problem solving and presentation of theory to practical concepts (Cassidy and Miller, 2006). Students also face several problems at the university that constrained their learning of the English language, including thinking in Arabic, the lack of opportunity to speak English because the actual English facilities and support are not available which undermines and restricts their learning opportunities. To use the language more successfully the language learners should be involved in real life situations. Suleiman (1983:129) argues that the most noticeable problems which impede the progress of Arab students at university level may be attributed to the *“inadequate mastery of the four language skills; namely listening, speaking, reading and writing”*. This supports Zughoul’s claim (1983) that English language departments should offer solid language training.

Overcrowded classrooms at the university, is another problem. It is common to find groups of 70 to 100 students in one classroom which often defeats and challenges the teacher’s attempt to provide a meaningful teaching session.

In Libya the curricula for all students are designed and set by the Committee of Higher Education by people who often are neither educationalists nor language experts but

politicians, while at the university level the syllabus is developed by each lecturer for his/her module due to a personal preference rather than due to a certain system or a set of learning objectives and outcomes.

1.3 Research Objectives

In order to examine the issue raised by this study the following research objectives have been set:

1. To critically review the theories, concepts, strategies and models related to the evaluation of the quality of English language programmes.
2. To analyse the current problems that English language teachers are facing at Tripoli University.
3. To identify the factors that have contributed to the decline in standards of students studying English.
4. To assess the perceptions and views of staff and students about the English programme in terms of quality and delivery.
5. To examine the potential and future updating of University programmes and in particular English language in the light of regime change in Libya.
6. To make recommendations based on the findings of this study to design a framework that will meet and enhance the quality of the English programme at university level.

The rationale for setting objectives 2, 3 and 4 stem essentially from the researcher's personal experience as a lecturer at Tripoli University:

- 1) Personal interest:** The researcher works as a lecturer and is engaged in the preparation, delivery and assessment of several English language modules. The

researcher has experienced at close hand the factors that contributed to the decline of students' English language standards.

- 2) Academic interest:** Evaluation is a widely practised concept and is exercised in all sectors not just the education sector. This research examined previous studies which focused on the nature and benefits of programme evaluation, syllabus design and programme development. The researcher investigated evaluation models, evaluation theories and strategies related to the evaluation of the quality English language programmes in order to provide a platform for further in-depth research into the problem of assessing the quality of English language programmes by expanding the literature in the Libyan context.
- 3) Practical interest:** The study findings provide fresh insights and useful information on the current dated English language programme that are in desperate need of modernisation. To raise awareness regarding the importance of evaluating English language programmes which should take place as an on-going process. To make recommendations to engage promptly in the language programme reform and validation so that it meets the students' needs. To allow decision-makers to take necessary steps to review and reform the current English language programme.

1.4 Research Questions

In order to achieve the aims of this study the following research questions have been set:

1. What are the theories, concepts, strategies and models related to the evaluation of the quality of English language programmes?

2. What are the current problems facing English language teachers/students at Tripoli University?
3. What are the factors that have contributed to the decline in standards of students studying English?
4. What are the perceptions and views of teaching staff and students about the quality of English language programme at Tripoli University?
5. What are the future directions and potential updating of university programmes in particular the English language in the light of regime change in Libya?
6. What recommendations can be made based on the findings of this study to set up a frame work that will meet and enhance the quality of the English programme at university level?

1.5 Justification of the study

The rationale for this study is to raise awareness of the problem of English language decline at Tripoli University, by assessing the current shortcomings of English language programme and analysing the factors contributing to this drop in standards. The research undertaken provides fresh insights into the factors that contribute to the failure of students' standards studying English. A greater understanding of the contributing factors that impact on the student studying English will lead to the recommendation of strategies aimed at enhancing the design and delivery of English programme at University.

This will assist the English Department in any forthcoming curriculum review or design and implementation of strategies to improve students' standards and meet their needs.

This study will also provide a platform for further in depth research into the problem of assessing the quality English programme by expanding the literature which will benefit future academic research.

The overall aim of this study is to provide an account of the problems experienced by teachers and students for future programme validation, in order to benefit the university and the Department of English. This study provides information on the current weaknesses of the English language programme, to contribute to the development of new and improved programme and enhanced teaching and learning environment.

1.6 Structure of the study

This research aims to evaluate the quality of English language programme which is taught at the English Department at Tripoli University. This research is divided into six chapters:

Chapter One: Introduction

This chapter provides a brief background to the thesis about the quality of English programmes. It also highlights the nature of the problem that this study addresses; it sets the main aims and objectives of the research.

Chapter Two: Research background

This chapter provides an overview of the development of education in Libya. It also highlights the constraints and challenges of Higher education and students' attitude towards learning English. Furthermore, this chapter assesses briefly the economic

socio-political environment which has a direct impact on the development of education.

Chapter Three: Literature Review

This chapter critically reviews the literature on theories, concepts, strategies and models related to the assessment quality of English language programmes, with special emphasis on language programme evaluation. It highlights the conflicting views that dominate the debate of quality of English language programmes. It also identifies the gaps in the literature which this study aims to address.

Chapter Four: Research Methodology and Methods

This chapter discusses the research methodology and methods that are appropriate for this study. It highlighted the study design, data collection instruments to evaluate the quality of the English language programme from both the students and lecturers perceptions of programme quality.

Chapter Five: The Data Analysis

This chapter presents the findings of the research from the data based on the lecturers' interview and students' questionnaires with the aid of SPSS (Statistical Package for Social Sciences). The main concern of this study is to analyse the English language programme in terms of motivation, structure, staff delivery, teaching facilities, assessment and learning environment in the Libyan context from both the student and lecturers' point of view.

Chapter Six: Conclusions and Recommendations

This chapter provides the conclusion which is drawn from the discussion, limitations of the study, contribution to knowledge, recommendations and suggestions for further research in this area to set up effective quality assessment of English language programme.

1.7 Summary of the Chapter

This chapter has focussed on the purpose of the study, background of the study, an overview of the key literature, statement of the problem, research objectives and research questions, justification of the study and the structure of the study. The following chapter highlights the research background.

Chapter Two

Research Background

2.1 Introduction

This chapter provides an overview of the development of education in Libya with special emphasis on evaluating the English language programme at Tripoli University. The purpose is to gain a broader understanding of the research context. Although, many studies have been conducted about the evaluation of language programmes, few have dealt with much broader issue of measuring the success of the English language programme especially in Arab countries. Elhensheri, (2004:23) states that:

In an educational context, such as in Libya, it is hard to envisage any educational aspect without considering the constraints affecting it, and which might prevent the programme from playing an effective role...Exploring these constraints would enable decision-makers to improve the situation basing further decisions on sound knowledge of the context.

The English language programme at Tripoli University is in need of reform and revision in order to compete with similar institutions around the world. If education is considered the foundation of a country then this foundation must be based on solid ground. The education system in Libya needs to be urgently revamped.

2.2 Location and population of Libya

Libya is an Arab country in the Maghreb region (North Africa) bordered by the Mediterranean Sea to the north, Egypt to the east, Sudan to the southeast, Chad and Niger to the south, and Algeria and Tunisia to the west. Libya is the fourth largest country in Africa by area of almost 1.8 million square kilometres; it is also the 17th

largest in the world. The population of Libya is approximately 6.5 million, where the majority live mainly in the north of the country. Libya is a small country in terms of population compared with most of the other countries in Africa or the Middle East. It has a Mediterranean Sea coast line about 1.900 kilometres. The official language is Arabic and Islam is the religion of the state.

2.3 An Overview of Education in Libya

The location of Libya in North Africa has made it the target for various invasions throughout history. Libya has been occupied by different nations that tried to influence its culture and language through education.

According to the Libyan Department of foreign Information (1991) Libya remained under the Ottoman's Empire for centuries from (1551-1911). During this period, under the rule of the Ottoman's occupation that lasted 450 years, educational activities focused and encouraged Qur'anic schools (Madrassa). The main goal of education was to teach the Quran, the Islamic code of behaviour and the Arabic language. The relationship between education and religion continued to be strong under the Turkish Rule.

Following the demise of the Ottoman Empire, the Italians in turn invaded and occupied Libya in 1911 until the end of the Second World War in 1945. The Italians focussed on establishing their culture and language, which has led many Libyan parents to refuse to enrol their children at these Italian schools. As a result, the Italian language did not take root in Libya to the extent that French language did in Algeria and Tunisia for example.

The Italian language is only understood and spoken by the older generation in Libya. Italians were more interested in consolidating their control over the country than in providing for the welfare of the indigenous Libyan population. It was neither the aim nor the interest of the colonial administration to educate the Libyan people.

During the Italian annexation of Libya, complete neglect of education for the natives prevented the development of professional and technical training, creating a shortage of teachers, skilled workers. Lack of Education has led to high illiteracy level amongst Libyans.

By the end of World War Two, the relationship between Libya and Britain grew. After a period of seven years from 1945 to 1952. At this time education in Libya was gradually modelled on Egypt's education system. While the Libyan-British relations developed, new trade and economic links were established between the two countries and as a result, English became the language of business (Blackwell, 2003).

In 1951 Libya was granted its independence by the United Nations on December 24th. Since then the Libyan government has guaranteed the right of education to all Libyans and the number of students has increased rapidly. Thus, independence represents a turning point for Libyan education, which has become a means of contributing towards the national economic growth.

2.4 The Libyan Educational levels

The Libyan educational system has been designed to include all ages. Education is free for everyone from elementary school right up to university level. It is divided into two main sectors the school and the university. The elementary level in Libya consists of six

years, including three years of preparatory and three years of secondary. After being awarded the secondary certificate the students are able to choose from universities or higher training and vocational institutions. According to the Committee of Higher Education requirements, since 1990 all universities in Libya set high admission criteria which put the minimum admission requirement at 65% which is equivalent to the A level in the British education system. This is supported by El-Hawat (2003a:395-397) who states that: *“there appears to be an imbalance between the number of students enrolled in the humanities and arts, and those in sciences and technology.”* Universities should have a clear mission to make a balance between faculties. They must have effective policies for improving the number of students to enrol in each faculty to improve the quality of education. Education in Libya is managed and controlled by the former General Peoples’ Committee of Education. All the decisions about funding, teachers’ employment, and regulating admission to schools and universities, curriculum development are always made by the GPCE (Orafi and Borg, 2009). The education system in Libya is based on political or economic purposes and does not take into consideration the specialists’ points of view. In addition, Universities in Libya offer three types of qualifications: the Bachelor degree which requires four years of study in most programmes. While in other programmes such as dentistry, pharmacy ...etc. which take about five years and six years of study in medicine. The Master’s degree requires an average of two to three years of study after obtaining the bachelor degree. The PhD degree is obtained only in selected specialisations and at certain universities which require three to four years of research. Even though, many students are sent abroad to undertake their PhD degree.

Since English language as a school curriculum subject was withdrawn in Libya, it degraded the capacity of students' knowledge and skills which has led to this gap due to language barriers and traditional teaching methods that do not require or reflect the varied needs of the student. Another gap is between the teacher and student; teachers do not know what their students want to know and do not make any effort to find out. As a result this makes the gap even larger while both of them are supposed to work in collaboration to achieve success and development. Thus, the standards of education should be raised and improved to such a level so that it could catch up with the rest of the world. Although many obstacles still face the Libyan educational system, many efforts are being made to bring about change in order to enhance the educational system.

2.5 The Role of Teaching English Language in Libyan Education

Today English language has become the most used medium in international communication. English is also the world's most widely studied, read and spoken foreign language as it has been the leading means in entertainment in the global village (Richards and Rogers, 2001; Warschauer and Kern, 2000). But because English is also spoken outside native countries as a second or a foreign language, it is ranked as the second language spoken by more than 508 million people after Mandarin Chinese which is spoken by more than one billion which would be more important in this case. It can be argued that the English language springs from its widespread nature rather than from the numbers of speakers (Medjahed, 2011). English is used as an international tool, so the teaching of it has become an educational field that is worth

exploring in the general education system. Teaching English efficiently is one of the challenges of educational authorities of curricular development in Libya.

However, the main aim for teaching English in Libyan Universities is to provide better job opportunities, to keep up with technological and scientific improvements and to communicate effectively with the outside world which is the most important.

Teaching and learning English in Libya has gone through several stages. Since 1954, English was taught from primary to secondary level while in 1973; it was dropped for political reasons. Such impulsive acts were currency during the Kaddafi regime. In the beginning of the 1980's English language teaching in Libya focussed on grammar and reading comprehension. Most of the teaching also concentrated on correct grammar and pronunciation, memorisation of vocabulary, and reading aloud. This teaching method continued until the mid-1980 where English was a compulsory component in Libyan schools and universities. During the late 1980's, teaching and learning of English was withdrawn across the country due to the arbitrary decision by the former Libyan leadership. Consequently, the banning of English language has had a negative impact on the educational system at that time. This outright ban on English lasted six years which led to the marginalisation and degradation of the educational system.

As a result of the negative consequences of this situation, English was re-introduced into schools and universities in 2000 and a new curriculum for English language for secondary education was developed. The new course books which were called *English for Libya* adopted a supposedly communicative approach to language teaching and learning and focussed on the usage of everyday language on paper but in practice this had a limited impact. Orafi and Brog (2009) argue that the new English curriculum has a wider scope which was an obvious departure from its predecessor, where functional

language use, listening and speaking had not been addressed and many current teachers ignored teaching it to their students thinking that they will be achieved automatically. In language learning in general, the four skills: listening, speaking, reading and writing ought to be taught as separate and different cognitive domains because each of these skills complements the other (Hinkel, 2006). As an English teacher in secondary schools from 1994 to 2004, the English language curriculum was based on traditional educational philosophy and teacher-centred. There was no time for extra language activities to be done in class due to overcrowded classes or even to practice speaking and listening skills. Large crowded classes make huge demands on the teacher. Based on experience and speaking as a teacher, this curriculum only focused on memorisation of grammatical structures and translating some texts which made the students demotivated to learn the language. Azeemullah (2012:1) claims that:

The primary task is to look into the aims of the curricula and their content making them more relevant to the regional and local needs as the country moves towards a new path of social or economic development. A major challenge in education in Libya is to raise the quality in most of its schools and its institutions of higher learning by allocating suitable resources to the field of education.

The teaching and learning of English in Libyan schools and universities should take into account that the developments of curricula and English language teaching programmes need to be clear to meet the learners' needs and must be reviewed constantly. An effective and practical curriculum only works with well qualified staff and adequate resources.

2.6 The Quality of Higher Education in Libya

Leading universities worldwide are committed to a high quality of teaching and learning and are subject to constraint updating and validation. The responsibility for monitoring the quality of teaching and learning depends on the university. An accreditation and quality assurance centre was established in 2006 aimed at designing and implementing a system for evaluation, accreditation and quality assurance in public and private higher education institutions.

The higher education system has faced a lot of pressure and challenges to develop into a modern education system especially if it is growing rapidly. Despite its huge resources from oil revenue as Libya has one of the best GDP in developing countries, the allocations of resources to education have been negligible. Higher education in Libya is free, only those who enrol in Open University or private institutions are required to pay a tuition fee. Because of the increasing number of students who have enrolled in higher education since 1981, university admission was restricted and many public universities were launched. Admissions to universities require the Secondary Certificate of score of 65% or more to enrol on a university programme where, as some faculties such as medicine and engineering, require scores exceeding 75%. Students that have an average below these scores are admitted to higher training and vocational institutes.

The use of technology in universities needs to be better more widespread to support infrastructures for IT studies. Technology use in education is becoming an increasingly important part of higher and professional education. Technology does not only give learners the opportunity to control their own learning process, but also provides them with ready access to a massive amount of information over which the teacher has no control (Lam and Lawrence, 2002).

Hamdy (2007:4) suggests that the main aim to improve the quality of education through International Communication Technology (ICT) is by:

- *Adopting modern techniques and methods in education.*
- *Encouraging the scientific community to engage in research within the community.*
- *Encouraging the private sector to get involved in funding higher and specialist education.*
- *Developing open and distance learning as well as continued education*
- *Encouraging higher education.*

The importance of technology in education can increase the variety of learning in general and the English language in particular. In addition, the use of ICT is useful for both teachers and students as it gives them more accessibility to the English language in various aspects. The quality of learning materials and the English language programmes should be developed in a way to accordant the latest technology developments which are absent in Libyan higher education in general and at Tripoli University in particular by shifting from traditional methods to more technological oriented approaches.

2.6.1 Challenges of Higher Education

The Libyan higher education system faces many challenges as it has been neglected for several decades. Tamtam et al. (2011:742) argue that:

There have been few studies conducted on the problems facing the higher education system in Libya. Recent research has shown that there is a significant gap in higher education levels. The gap can be blamed on changes of systems and policies in the country.

Based on a report released to the Centre of Quality Assurance and Accreditation of Educational Institutions in Libya developed on investigation visits to some Higher Education Institution by Ibrahim et al. (2010) as cited in Tamtam, et al. (2011:747) show that the Libyan higher education institutions are struggling to deliver quality programmes .

- *Many programmes launched by the institutions of higher learning lack material resources to support them. This hinders maintenance of such educational programmes and services leading to subsequent services of their running.*
- *There is a dire lack of development and training programmes for faculty members leading to poor participation in such areas further deteriorating the quality of the system.*
- *There is a lack of quality assurance in the system. This negatively impacts on the creation and activation of good practice in the education process. This has led to poor management of the system and important aspects of the education system in principle.*
- *An unstable administration and constant change in the regulations and systems of the study programmes in the institutions of higher learning make it difficult to develop strategic plans for the systems.*
- *Though there are efforts to develop and improve better academic programmes, it is becoming difficult to do so owing to difficulties in the process. These difficulties include the spread of the institutions over a wide geographical area without consolidating a central decision-making.*
- *Use of traditional methods of learning, such as a focus on the conversation and rote learning by many universities, which were established long time ago and the lack of use of technology, which has continued to affect the quality of education offered.*

These constraints hinder proper implementation of higher education teaching institutions' programmes and prevent them from achieving their goals. Libya has

important resources to finance and upgrade its universities and teaching resources. There is a need for a quick solution to overcome these challenges and to achieve a high standard of education in Libya.

2.7 Students' Attitudes towards learning English

Attitudes play an important role in language learning. They can affect students' success or failure when it comes to learning a new language such as English for Libyan students. The matter of learners' attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010). It determines the learners' behaviours such as the action taken to learn, or efforts exerted, during the language learning process (Alkaff, 2013). Inal, et al. (2003) indicate that awareness of the attitude of the student is important for both the learner and the academic programme.

Saidat (2010) argues that language attitude research has been considered in the previous fifty years because of the growing relation between the importance of the language use and the nature of individuals. Attitude has been a subject of research interest among the sociolinguists and social scientists over the years and they have made useful contributions on the significance of attitude in language learning (Alkaff, 2013). Mohideen (2005:25) defines attitude as *"the concept that has probably played the most central role in the development of social psychology during the twentieth century."* Attitudes can be referred to a set of beliefs possessed by learners about such factors as the target culture and the learners' own culture (Lopez, 2007). Montano and Kasprzyk (2008:71) state:

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour (behavioural beliefs), weighted by evaluations of those outcomes or attributes. Thus a

person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude toward the behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude.

Many studies on language attitudes with various dimensions have been conducted over the years to explore the nature of students' attitudes towards different languages all over the world such as (Malallah, 2000; Morly, 2004; Mamun et. al., 2012; Al-Noursi, 2013). Al-Tamimi and Shub (2009) carried out a study that examined the attitudes of engineering students towards learning English language at Hadhromout University of Sciences and Technology. In order to gather information, the study uses interviews and questionnaires in an attempt to answer a number of questions that are related to motivation and attitude. The results show that there is a high motivation level to study English, and students' attitudes towards learning English language were positive. In addition, Al- Tamimi and Shub (2009) claim that the attitudes which a student has towards a certain language affects his/her motivation in learning that language.

Attitudes towards learning a particular language can be either positive or negative. Some students may have negative attitudes towards the English language which could affect their level of proficiency in English. A successful learner is a student who has a positive attitude towards learning another language. Positive attitudes, will no doubt lead to more successful learning. Research suggests that positive learning attitudes can lead to active learning. Active learning, in return, which involves reading, writing, discussions and engagement in solving problems, can have a positive impact upon students' learning. In addition, each student has his or her own perceptions, beliefs and thoughts or opinions about the influence of their language learning in their future career such as the need for more meaningful interactions with their learning

environment and teachers. Through the interactions their confidence will be developed and motivation to learn the English language will increase (Elais, et al., 2011). Brown (2001b) points out that attitude is characterized by a large number of emotional involvements such as feelings. Attitudes can be changed through the learning process by using appropriate materials and teaching techniques. Learning environment can have a great effect on the learning process as it can alter the student's motivation either positively or negatively. In addition, the political climate at the time is characterised by the mood of the political regime to be anti-western.

In this study the researcher aims to emphasise the importance of investigating the Libyan university students' attitude towards the English language which plays a vital role in their education and academic progress. Nunan as cited in Richards (2001a:101) claims that:

The effectiveness of a language programme will be dictated as much by the attitudes and expectations of the learners as by the specification of the official curriculum...Learners have their own agendas in the language lesson they attend. These agendas, as much as the teacher's objectives, determine what learners take from any given teaching /learning encounter.

A study conducted by Alhamali (2007) examines the attitudes of Libyan students in secondary schools and their interest in learning the English language among the other subjects of their curriculum. The findings of this research indicate that the students were more interested in English than in the other subjects. On the other hand, in (2012) Abidin, et al., observed Libyan secondary school student' attitudes towards learning English and they concluded that the students showed negative attitudes towards learning English. The reason of such a negative attitude towards learning English is the

reaction to the instructional techniques used by some of English language teachers and the belief among the learners that the English language is not needed and is not important.

To the researcher's knowledge no study has been conducted on students' attitudes towards learning English at university level at Tripoli University which this study attempts to investigate as part of this research. The importance of studying attitudes benefits all stakeholders in different ways for example examining students' attitudes is an effective method which helps language teachers, education planners, and researchers to obtain a greater understanding into the language learning and teaching process. In addition students are different in their needs, preferences, learning styles, and educational backgrounds and all these factors could lead to negative reactions. Lastly, learners have different views on the learning process and are able to articulate them (Al- Noursi, 2013). The degree of the learners' attitudes to their involvement in the learning process plays a major role and is extremely important for the learners' success. Kreiba (2012:2) argues that:

The circumstances surrounding learning English in Libya during the past decades created widespread apathy among language learner many have developed a psychological barrier against learning English.

However, attitude is not the only factor that influences students' language learning. There are many other factors such as motivation, aptitude, learning cognitive style or learning strategies. Students personal attitudes are very important especially in education the feelings they have for themselves and their attitude could make a large influence on how well they will learn the English language. To sum up, attitude refers to our feelings and shapes our behaviours towards leaning.

The present study therefore, intends to determine the attitudes of undergraduate students to fill in this identified research gap by studying their attitudes and perceptions and to find out if there is a correlation between the deteriorations in quality of English language programme at Tripoli University English Department and the students' negative attitudes towards English.

2.8 The Libyan Economy and Education

The Libyan economy is highly dependent on oil revenues which are the backbone of the Libyan economy and the main source of wealth. Approximately 95% of Libya's total export is oil. Following the regime in September 1969, significant fundamental changes occurred in the country's economy. At the beginning of 1970s until the beginning of the 1990s, the Libyan government provided new economic development plans in order to improve the Libyan economy and to resolve the problems that had a negative impact on the economic, social life and standard of living of Libyans. The increase in oil revenues has led the Libyan government to develop many sectors mainly heavy industry and agriculture to create future wealth to achieve self- sufficiency and self-reliance, and to control all the production and service sector (El-Farjani and Menacere, 2014). The relatively small population and high oil revenues place Libya at the top list of GDP per capita among African countries, but little of this income flowed to the lower order of society. Libya is a state where the income source is diverted to personal use by the regime (in 2009, 95% of Libyan exports and 80% of its government revenues were oil-based) was spent on political ambitions beyond the country's borders. The World Bank defines Libya as an "*Upper Middle Income Economy*", along with only seven other African Countries. In addition, Libya holds one of the largest proven oil reserves in

Africa, followed by Nigeria and Algeria and it ranks fourth in holding natural gas reserves in Africa.

In November 1985 the US president placed an embargo on Libyan oil exports to the US accusing the former Libyan government of the bombing of the Pan Am flight over Lockerbie. As a result the Libyan economy has been severely affected by the sanctions that were imposed by the US and the UN during the period from 1985 to 2003. However, during the sanctions period, Libya faced an increase in the costs of raw materials, which has led to an increase in consumer of goods prices. The quality of education had also been severely affected by the sanctions and the embargo imposed by the US and UN during 1990s and over the first half of 2000s. In addition, a lot of progress has been made by the government to provide financial support for Libyans to study in the UK and USA (El-Farjani and Menacere, 2014).

However, Libya suffered the worst losses in terms of GDP than any other country within the Arab spring. Libya's GDP has seen a loss of around 28.3% or approximately \$6.5 billion Jhuisell4 (2012). Another issue that is the most significant which was raised by the recent Arab spring is the necessity of an educated population to build a civil society (Lindsey, 2011). While Ramadan (2012) stresses fear for free and critical thought must take the form of educational policies to build schools, universities and review outdated programmes.

Given Libya's considerable oil wealth, the budget allocated for education by the government is still insufficient. During the 1950s when Libya obtained its independence, education was neglected and at least 90 per cent of the people were illiterate and very few Libyans had studied at university. Even though, education is free students still do

not receive the education they deserve compared to the income as it does not reflect the country's wealth. Libya like many other countries has a young, fast growing population that needs economic growth to provide job opportunities after education. The students expect that the new Libya will offer opportunities to get an education and find a job. As a result the country is short of skilled man power in order to sustain the economy. However, in order to enter the world market with a strong economy, Libya will need to develop a commitment to renew a higher education system that focuses highly on innovation and research (Eljarh, 2012).

2.9 Summary

This chapter has provided an overview of the status of English language in Libya, students' attitudes towards learning the English Language and some factual information about the Libyan economy. It has also shed light on the role of teaching English language in Libyan education and the quality and challenges of Higher Education. The following chapter critically reviews the importance and need for programme evaluation.

Chapter Three

Literature Review

3.1 Programme Evaluation

This chapter analyses and discusses the literature related to the quality assessment of English language programmes in line with the objectives one and two which are to critically review the theories, concepts, and models related to the quality assessment of English language programmes and to analyse the current problems that English language teachers are facing. Elder (2009:15) states that *“the field of programme evaluation is gaining renewed recognition and is moving from a more or less exclusive focus on program outcomes to routinely encompass investigation of program processes”*. Thus, research on language programme evaluation is pertinent because it can demonstrate a programme’s effectiveness to stakeholders and decision makers. Language programme evaluation has become a worldwide concern (Isik, 2013). The purpose is to acquire extensive and in-depth knowledge about the field being evaluated, which may lead to immediate changes in the language programmes or to different decisions (Neuman, et al., 2013).

The term “assessment” in Higher Education has a variety of meanings. It can refer to the grading process of students’ achievement on a test and it can also refer to evaluating the quality of an educational programme. For the purpose of this study the term assessment is not related to an individual student’s performance but concentrates on the quality of English language programmes. Programme Assessment and Programme Evaluation are terms that are used interchangeably throughout the study. They are often treated as ‘virtual synonyms’ as in many countries such as the

USA, where the term evaluation is used to describe both the students' assessment of their performance in terms of what they have learnt and the evaluation of the teaching and other activities which support student learning (Calder, 2013b). When evaluation of a second/foreign language programme is examined, evaluation and assessment are often discussed together, and some aspects in evaluation and assessment can overlap with each other (Lynch, 2003b; Butler, 2005). Even though, they are two parts of the same process. *"They are obviously related and used interchangeably, but they mean rather different things evaluation is somewhat broader in concept than assessment"* (Nunan, 2006b:184). The term evaluation is used more often than assessment to make judgements on the value of an educational programme.

The main goal of an evaluation or an assessment is to indicate whether an English language programme is effective and fit for purpose. It also aims to establish the merits, limitations and the impact of a curriculum and its effectiveness on the teaching and learning process. Another important component of programme evaluation is conducted because there is a need to compare several programmes or to assess the components of a specific programme and to show that the programme is performing as expected or to identify its weaknesses (McNeil, et al., 2005). Evaluation should be built into the programme development from the very beginning. It should also be designed flexibly and scheduled realistically (Ulbulon, 2012).

3.2 Defining Programme Evaluation

Evaluation is one of the most important elements of the educational process. For the purpose of this study programme evaluation means evaluation which focusses on reviewing language programmes. Programme evaluation is described as the effort to

determine whether the programme objectives have been achieved by gathering information to assess the efficiency of a programme. It also seeks to answer how well educational needs have been met and the educational standards which have been achieved. At the same time, it provides support to stakeholders to make decisions for programme improvement through careful analysis of information gathered (Murphy, 2000). In the 1930s and 1940s the term educational evaluation was coined by Tyler in 1945 as a landmark event in the development of the modern profession and discipline (Stufflebeam and Shinkfield, 2007; Alkin and Christie, 2004). Tyler (1945) also viewed evaluation as the appraisal of an education programme's quality as cited in (Goldie, 2006). Educational evaluation has its roots in the classroom, in testing and assessing students. This activity is still important but today evaluation has expanded into the entire educational system and used on all levels from individuals, classrooms, programmes, organizations, fields and national and international (Hansen,2009). The primary purpose of programme evaluation *"is to provide timely and constructive information for decision-making. Evaluation serves to facilitate a program's development and improvement by examining its processes and/or outcomes"* (Cellante and Donne 2013:3). So in this case the present study brings attention on the importance of programme evaluation for English language programmes which should take place as an on-going process and not isolated from the language programme when teaching the programme. Programme evaluation is actually a process which seeks to comprehend how a programme is run within the environment in which it operates (Arseven and Arseven, 2014).

The term evaluation has been interpreted and defined in various ways in the literature according to specific contexts which differ in their scope and depth. In educational

evaluation, Patel (2010:6) suggests three ways to define evaluation: evaluation is *“an act or a process that allows one to make judgement about the desirability or value of a measure.”* The second meaning is that evaluation is *“a process of delineating, obtaining and providing useful information for judging decision alternatives.”* The third definition is that evaluation *“does not occur once in one particular moment but it is rather an on-going and comprehensive process focusing on every aspects of educational programme.”*

The first definition looks at it as a process to make judgements. As for the second definition it appears as a process and provides information. While the third definition focusses on every aspect of the programme. Based on the three definitions stated earlier, it is that they have the same purpose which is to judge and measure. Evaluation should contribute to the present language programme and to the future programmes.

Parylo (2012:74) points out that *“Educational evaluation is frequently conceptualized in the form of programme evaluation”*. The Joint Committee on Standards for Educational Evaluation (1994: xxiv) defines educational evaluation as the *“systematic investigation of the worth or merit of an object (e.g. a programme, a project or instructional material).”* However, educational programme evaluation is not a new concept and has been around for decades (Parylo, 2012). Researchers look at evaluation as a means of investigation to improve educational programmes. Orsini, et al. (2012:529) state that *“evaluation focuses on investigating the effectiveness of a particular programme in a particular place at a particular time.”* Schweight (2006) as cited in Phelps (2011) provides three meanings of effectiveness, associated with different evaluative aims and designs. Firstly, effectiveness can be seen as associated with increased

understanding of the dynamics of the programme, focussing on what elements of the programme work well or not so well. A second emphasis relates to accountability whether a programme has achieved its performance expectations. Thirdly, effectiveness can be associated with demonstration of causality whether a programme can be demonstrated to lead generalizable outcomes that can be replicated in different contexts. Programme evaluation also assesses the organisation's educational quality, the efficiency of its training methods and identifies aspects of the curriculum that can be improved through modification (Morrison, 2003). Programme evaluation should be one of the main components of any curriculum. It is usually conducted because of internal motivation to see whether the course is functioning as it was planned in the first place (Zohrabi, 2012). In addition, it is the faculty's responsibility to evaluate the language programme periodically in terms of its design and implementation. Although, much has been written about the testing and evaluation of language students, only few books have dealt with wider issues of measuring the success of language programmes. Therefore, programme evaluation is necessary not only to improve programmes but also to meet institutional requirements. Through programme evaluation, language-education programmes are able to set accurate programme objectives, instructional strategies, and assessment targets and programme resources (Lynch, 1996a). Programme evaluation has been defined by several key authors: for instance Brown (1995a:15) defines programme evaluation as:

Ongoing process of data gathering, analysis and synthesis, the entire purpose of which is constantly to improve each element of a curriculum on the basis of what is known about all of the other elements, separately as well as collectively.

Brown (1995a) argues that evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a programme, and

assess its effectiveness and efficiency, as well as the students' attitudes within the context of the institutions involved. He also emphasises the importance of programme evaluation as an interactive process where information obtained from various evaluations constantly leads into the language programme. Brown's (1995a) definition is comprehensive as it includes all the essential elements that any evaluation study should include.

Similarly, Scriven (2004b) states that evaluation is more than just the collection of information and data it involves making a judgement about the worth, merit, or value of a programme practice. Scriven is considered one of the founders of this field and points out that there are almost sixty different terms for evaluation such as "*to judge, appraise, analyse, assess, review, examine, rate, and rank*" that could be applied to one context or another (Patton,2000c:7). Lynch (2003b) on the other hand, describes evaluation as the systematic attempt to gather information in order to make judgements or decisions, while at the same he defines a programme as a series of courses linked with some common goal or end product. In addition, evaluation assesses programme strengths and weaknesses to determine programme values so that programmes can address the needs of audience and plan for new developments (Bernhardt, 2006; Sullivan, 2006). Lynch (2003b) also believes that there are certain assumptions about what is assessed and evaluated lying underneath, assumptions which are based on our beliefs, the nature of reality, and our position within the reality. Robinson (2003:199) summarises evaluation as "*perceptions of a programmes value*" which is an integral element in education.

Norris (2006a:579) argues that:

Evaluation is the gathering of information about any variety of elements that constitute educational programmes, for a variety of purposes that primarily include understanding, demonstrating, improving, and judging programme value. Evaluation brings evidence to bear on problems of programmes; the nature of that evidence is not restricted to one particular methodology.

Furthermore, Norris (2006a) points out that the recent characterisation also extends the conception of programme evaluation by identifying these distinct purposes: reflecting the traditional task of evaluation, judging, focussing on quality assurance, demonstrating, the knowledge-building enterprise, understanding, and the challenges of programme development improving. Fitzpatrick et al. (2004:5) point out that *“the identification, clarification, and application of defensible criteria to determine an evaluation object’s value (worth and merit) in relation to those criteria.”* However, it could be debated that to identify and to design a defensible criteria is not always relevant, because when it comes to evaluating an object it differs from one person to another, and therefore, it will be difficult to agree on one particular evaluating criterion.

According to Brown’s (1995a) and Norris’s (2006a) definitions, Brown equates evaluation as a process of gathering data to improve each element of a curriculum which any evaluation study should contain. While Norris defines evaluation as the gathering of information of elements that are related to an educational programme. However, these two definitions are overlapping and it is widely agreed-upon that programme evaluation is important for improving a programme of study. The variety of programme evaluation definitions is wide and it can be explained in different ways according to the researcher and the field she /he is evaluating. But on the whole

theses definitions are routinely repeating the same and not much is new about evaluation. Norris (2009b:7) also states:

In this era of acute demands for accountability testing, institutional accreditation, outcomes assessment, and quality control, language educators are developing a heightened awareness of program evaluation and some of the roles that it may play in determining how language teaching and learning occurs (or does not).

Thus, evaluation has many meanings in language programmes for instance; Kiely and Rea-Dickens (2005) describe it as the process of determining the relationship between different programme mechanisms, the procedures and theory constructed by the individuals involved in a programme and the outcomes which are used to demonstrate the worth of a programme. They claim that evaluation is about the relationships between different programme components, and the processes and outcomes which are used to show the value of a programme and enhance the value development. Programme evaluation is based on evidence data obtained from a variety of sources, such as the goals, the curriculum, the teaching methods, the environment provided for the student, the professional judgements of the lecturers and assessment data in order to do something different next time (Nunan, 2006b). Kiely (2009b:99) also claims that programme evaluation *“is a form of enquiry which describes the achievements of a given programme, provides explanation for these, and sets out ways in which further development might be realised”*. He also argues that evaluation tries to ensure *“quality assurance and enhancement”* and creates *“a dialogue within the programmes for on-going improvement of learning opportunities”* Kiely (2009b99). It can therefore be argued that, evaluation can contribute not only to the learning process but also to teacher change and development. Harris (2009:55) points out that evaluation can *“generate productive debate and effective remedial action”* and contribute to *“critical*

decisions on language policy and educational practice". Moreover, programme evaluation allows the public and higher education institutions to ascertain that programmes deliver what they promise (Norris, 2006a) and to be a context for faculty members to learn while they practice the teaching profession (Shawer, 2010). As defined by the American Evaluation Association (2006:1):

Evaluation involves assessing the strengths and weaknesses of programmes, policies, personnel, products, and organisations to improve their effectiveness. Evaluation is the systematic collection and analysis of data needed to make decisions, a process in which most well-run programmes engage from the outset.

This definition is useful and has gained preference as it views evaluation as assessing the strengths and weaknesses of any programme to improve its effectiveness, which is consistent with Brown's (1995a) and Norris's (2006a) definitions .

Weir and Roberts (1994) also classify programme evaluation as a process which aims to improve the educational quality of a programme. It is a tool to identify the strengths and weakness of every aspect of the programme such as content of the course, teaching and learning materials, teaching methodology and etc. Evaluation is a collection of guidelines which enable one to make very important decisions about what to teach in a language programme and how to teach it. Patton (1987a:14) as cited in Clarke and Dawson (1999) define programme evaluation as the systematic collection of information about activities, characteristics, and outcomes of programmes for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to how those programmes are working effectively. Programme evaluation can be described as an evaluation which focuses on programmes of study. Programmes

of study are sets or groupings of courses which share some sort of common aim (Calder, 1994a).

Revealing these definitions indicates that there is a clear image of how evaluation is derived from different roots. The massive collection of these definitions is that that there are many scholars who are involved in the evaluation process and each one has a different aim and purpose.

According to Owen and Rogers (1999), programme evaluation can be classified into five categories or forms as Proactive evaluation which takes place before a programme is designed, Clarificative evaluation takes place early in the delivery of a programme, Interactive evaluation takes place during the delivery of a programme, Monitoring takes place over the life of a programme that is well established and on-going, and Impact evaluation is used to assess the impact of a settled programme. This classification is based on the 'Why' questions which, are the reasons for conducting an evaluation and the state of the programme being evaluated. These forms are sequential from the early stages of the implementation through to the later stages. Owen (2006:1) also clarifies the fundamental aspect of evaluation as that "*we often assemble information in our hands based on a variety of sensory inputs, such as observation, and our existing knowledge, to make judgements about the issue under consideration.*" Therefore, these categories can be considered essential components when evaluating an educational programme as they deal with many aspects that are important such as synthesis, clarification, improvement, checking/refining and learning/ accountability.

As can be seen, programme evaluation has been defined similarly with a focus on the nature and quality of educational objectives. The literature debate on evaluation

seems to be western oriented with little research on programme evaluation in developing countries. This is precisely the gap that this study aims to address. It seeks to assess and evaluate English language programmes at Tripoli University in terms of its general characteristics, aims, outcomes and content. This evaluation is an opportunity to improve language programmes. It can also be considered as an integrated set of activities designed to identify the strengths and weaknesses of the programme. In other evaluation studies, evaluation is known as how well different programme components such as audience and values interact with one another (Kiely and Rea-Dickens, 2005; Lynch, 2003). Evaluation is designed to determine the value of something. It is also a very complex process that involves a number of aspects. Programme evaluation is frequently a part of the concerted efforts to improve teachers, schools and to enhance teaching and learning. Winters and Herman (2011) positioned programme evaluation in the centre of turning schools around to make systematic changes. They also believe that change plans must have an evaluation component that would include analysing evaluation data to revise and redesign the programme to adjust its impact. The debate of evaluation definitions is challengeable. Sawin (2000) argues that there are serious problems when it comes to defining the term evaluation especially in the field of programme evaluation. There should be an urgent need to solve this problem about definitions and *“how can we claim that evaluation is a profession if we cannot agree on such matters.”* (Sawin, 2000:233). However, each definition depends on the viewpoint of each school as in education for example; the scholars define it from the view of determining whether or not the objectives have been met. Therefore, the conflicting debate on evaluation is mainly due to the fact that it is a *“transversal discipline that crosses many other fields of science, has many different purposes, perspectives and uses”* (Lundberg, 2006:10).

As Worthen, et al. (1997:5) point out: this process involves

- *Determining standards for judging quality and deciding whether those standards should be relative or absolute.*
- *Collecting relevant information.*
- *Applying the standards to determine value, utility, effectiveness, or significance. It leads to recommendations intended to optimize the evaluation object in relation to its intended purposes.*

All these diverse explanations and interpretations of evaluation add to the confusing and inconsistency of programme evaluation. The concept of evaluation can be understood in many different ways. Some scholars associate it with measurement, while others relate it to professional value, judgement and effectiveness, and others include the notion of improvement in order to achieve better results. In short, evaluation is an overarching term which overlaps in meaning and in practice with review, validation and assessment. Each author seems to put their own touch and spin on the term evaluation to give it a new shade of meaning but deep down the terms, evaluation, review, validation and assessment are often used interchangeably.

3.3 A Brief History of Programme Evaluation

The purpose of this section is to provide an overview of the historical background in order to gain a better understanding of the development of evaluation. Programme Evaluation has a long history and there have been many attempts to improve programme evaluation. Yang (2009) contends that in its early days, the focus of evaluation was an experimental design and analysis of quantitative data. Lundberg (2006) maintains that in recent decades evaluation has increasingly become an independent science with roots in many disciplines, and has revealed itself as a useful

tool for understanding and implementing activities in educational programmes. Stufflebeam (2002) as cited in Liptapallop (2008:29) points out that programme evaluation has been developed by many people over a long period of time:

The development of programme evaluation as a field of professional practice was also spurred by a number of seminal writings. These include, in chronological order, publications by Tyler (1942, 1950), Campbell and Stanley (1963), Cronbach (1963), Stufflebeam (1966, 1967), Tyler (1966), Scriven (1967), Stake (1967), Suchman (1967), Alkin (1969), Guba (1969), Provus (1969), Stufflebeam et al. (1971), Parlett and Hamilton (1972), Weiss (1972), House (1973), Eisner (1975), Glass (1975), Cook and Reichardt (1975), Cronbach and Association (1980), House (1980), Patton (1980), Joint Committee on Standards for Educational Evaluation (1981), and Stake (1983).

It has been developed and observed over a period of thirty years. Leung (1991) challenges this view stating that until the 1980's evaluation was relatively a neglected area in the field of language teaching. Hence, Programme evaluation has become increasingly important in the last few years, and its use has been found to help improve programmes that are being implemented Boulmetis and Dutwin (2000). Scriven (1996:395) indicates that *"evaluation is a very young discipline-although it is a very old practice."* Luskin and Ho (2013:61) claim that *"research on evaluation is not a new endeavour for evaluators and has roots dating back to the 1970s."* Some scholars have referred to this decade as the golden age of research on evaluation (Henry and Mark, 2003). The term evaluation first emerged in the United States which was applied to three important social topics: *"educational innovation, resource allocation and anti-poverty programmes"* (Lundberg, 2006:10). Since then, the definition of evaluation has usually been linked to social science studies. As the development of evaluation many countries such as the United States, Canada, Germany and the United Kingdom started feeling the necessity for monitoring the progress of programmes (Lundberg, 2006).

According to Beretta (2001) it is not easy to decide where to begin a review of published L2 programme evaluation. Beretta (2001:6) argues that:

It is barely worth considering much L2 research of any description before 1963. However, 1963 is a good place to start because it was an auspicious year for educational research in general and for program evaluation in particular.

Beretta (2001) also claims that 1963 was the standing point that Keating's large-scale evaluation of competing language methods appeared. In the past twenty years, the field of evaluation has matured. According to Madaus et al. (2000) as cited in Hogan (2007), have postulated that there have been roughly seven recognisable periods in the development of programme evaluation which are:

- The period prior to 1900, which the authors call the Age of Reform.
- From 1900 until 1930, this is known as the Age of Efficiency.
- From 1930 to 1945, called the Tylerian Age.
- From 1946 to about 1957, called the Age of Innocence.
- From 1958 to 1972, the Age of Development.
- From 1973 to 1983, the Age of Professionalization.
- From 1983 to 2000 the Age of Expansion and Integration.

However, the development of programme evaluation is observed over several years and has evolved for over the half past century moving from research methods to including concepts such as values, utilization and learning. Kiely (2009b:99) argues that *"evaluation has evolved from focused studies of teaching methods inspired by language learning theories to a curriculum management enterprise with a focus on quality assurance and enhancement"*. Evaluation still remains *"an essentially empirical*

endeavour that emphasizes data collection...measurement and analysis" (McClintock, 2004:1).

The reason for highlighting the historical background of programme evaluation is to stress attention to the importance of evaluation in different periods. Many university departments and institutions are evaluating their language programmes especially the English language programmes to improve or to add value to the process of recruitment. In addition, evaluating university programmes has a long tradition in the United States and in other English speaking countries. In most European countries, the programmes were evaluated by students rating which was established in the mid-1990s (Spiel, et al., 2006). To date the English language programme set forty years ago at Tripoli University had not been formally evaluated. Therefore, there is no information regarding the effectiveness of the programme. This is what is missing in the case of Libya at Tripoli University and this study aims to fill in this gap. The future of programme evaluation should include graduate education and professional training programmes with interventions designed to improve policies and programmes (McClintock, 2004).

3.4 Purpose of Programme Evaluation

The need for programme evaluation is growing. It is also an educational necessity to show how programmes can be improved or justified. The two main goals of programme evaluation, as Lynch (1996a) points out, are evaluating a programme's effectiveness in absolute terms and/or assessing its quality against that of comparable programmes. Programme evaluation not only provides useful information to insiders on how the current work can be improved but also offers accountability to outside stakeholders.

Norris (2013c:1) indicates that:

Programme evaluation plays a variety of roles in education and society, though it is often narrowly constructed as an external accountability mechanism only. In language education as well, programme evaluation has the potential to do considerable good or bad, depending on how (and in whose interest) it is designed, implemented, and utilized.

The aim of programme evaluation, according to Doll (1992), is to recognize sizes and continuities in evaluating its effectiveness. Brog and Gall (1989) as cited in (Darussalam, 2010) according to them evaluation towards the effectiveness of the programme is usually made to determine the success of educational programme or focussed on the level of success, the merit of respondents, syllabus design, content of the programme, implementation and objectives achievement of the programme itself (Longstreet and Shane, 1993).

However, the objective of evaluating the current English language programme is a necessity in order to provide teachers with the opportunity to investigate their classroom teaching approach and continued delivery, as well as restructure programmes or modify courses in order to keep up with the nationwide changes that demonstrate *“English is no longer a luxury but a necessity”* (Foley 2005:233). An important purpose of programme evaluation is to assess the extent to which the goals of the programme are being met. In addition, evaluation may provide confirmation of worth and value, evidence of need for improvement, and when necessary, basis for programme closure (Stufflebeam and Shinkfield, 2007). Rea-Dickens and Germaine (1992a) put three key aims of evaluation which are: making decisions about accountability (i.e. the effectiveness and efficiency of the programme); taking action to improve the programme; and providing opportunities for teacher development.

Kiely and Rea-Dickens (2005:39) state that:

Evaluation has been a persistent problem and it is the heart that connects and gives blood to all the other programme elements and a primary focus on making judgements about language programmes based on experimental designs and limited quantitative analysis.

However, the main purpose of programme evaluation is to foster learning and to generate and integrate in programme improvement by supporting long-term improvement in progress with the fundamental goals of improving student learning.

Cronbach (1991) as cited in Tunc (2010:17) distinguishes among three types of decisions that require evaluation:

- *Course improvement: deciding what instructional materials and methods are satisfactory and where change is needed.*
- *Decisions about individuals: identifying the needs of the student for the sake of planning his instruction, judging student merit for purpose of selection and grouping, acquainting the pupil with his own progress and deficiencies.*
- *Administrative regulation: judging how good the school system is, how good individual teachers are, etc.*

In this case of Libya the above assessment is particularly pertinent as possessing a good standard of English by Libyan nationals is an economic as well as a political asset.

Programme evaluation can have many objectives, such as:

- Curriculum Design: to provide insights about the quality of programme planning and organization.
- The syllabus and programme content: how relevant and engaging it is, how easy or difficult, how successful tests and assessment procedures are.
- Classroom processes: to provide insights about the extent to which a programme is being implemented appropriately.

- Materials of instruction: to provide insights about whether specific materials are aiding student learning.
- The teachers: how they conduct their teaching, what their perceptions are of the programme, and what they teach.
- The students: what they learn from the programme, their perceptions of it, and how they participate in it.
- Learner motivation: to provide insights about the effectiveness of teachers in aiding students to achieve goals and objectives of the university.
- The institution: what administrative support is provided, what resources are used, what communication networks are employed.
- Learning environment: to provide insights about the extent to which students are provided with a responsive environment in terms of their educational needs.
- Staff development: to provide insights about the extent to which the university system provides the staff opportunities to increase their effectiveness.
- Decision making: to provide insights about how well the university staff, lecturers, and others make decisions that result in learner benefits. (Sanders, 1992; Weir and Roberts, 1994, in Richards, 2005c).

The key points that are illustrated above are all very important. They include many significant elements such as teachers, students, motivation, environment, staff development, etc. which can be used as a set of objectives of any programme evaluation. This study aims to find out the flaws of the university English programmes from the students' and teachers' perspectives on the English programme that is taught at Tripoli University in order to develop a new English programme that will consider

some of the objectives that are mentioned above. Alderson and Beretta (1992) as cited in Gerede (2005:4) suggest that the purpose of evaluation might be:

- *To show whether a particular theory of language learning is correct.*
- *To identify the effects of a particular approach to second language education and to inform decisions on its future, and so on.*
- *To establish whether the needs of a given set of students are met by a particular innovation.*

Thus the underlying purpose of the evaluation process is to find out the root causes of the students decline in standards and make recommendations on how to reform the programme based on the findings of this study. It is essential that programmes are evaluated regularly and that informed policy decisions are based on research (Askit, 2007). Enabling different kinds of decisions to be made about the programme, such as how could the programme respond to learners' needs and how further teaching training could be developed for teachers working in the programme (Richards, 2003b).

3.5 Types of Evaluation

There are many types of evaluation, depending on the purpose, goal, improvements, timing and procedures used. The most possible contributions of evaluation are the improvement of quality and quantity in education which has been described and proposed by Scriven in the late 1960's as summative and formative evaluation (Chen, 2005). These are the most important basic types in evaluation each one has different characteristics and is used in different ways. Evaluating often includes both types of models to gain a better understanding of language programmes in order to restructure or to make changes within a programme (Richards, 2001a). A summative evaluation is

used for the purpose of documenting the results of a programme or an end of course assessment that may employ the exact or comparative standards and judgments. The nature of summative evaluation is *“to make an ultimate judgement about the programmes worth, whether it has succeeded in meeting its objectives or not”* (Lynch: 2003b:10). According to Graves (2000a) a summative evaluation is completed when the course finishes and the instructor collects information about the learners’ achievements and the overall value of the course which may lead to decisions about continuing or discontinuing the programme or implementing the programme more widely (Alkin ,2011). As defined by Patton (2002d), summative evaluations’ objective is to concentrate an overall judgement about the effectiveness of a programme, policy, or product for the purpose of the evaluation if it is effective or not.

Summative evaluation is aimed to determine whether the course was successful, efficient and effective Brown (1995b). Usually, summative evaluation takes into account more general issues such as the success or failure of the programme which determines either to continue the programme or to end it. Brown (1995b) points out areas that need to be considered in summative evaluation such as:

- Whether the objectives are appropriate.
- Whether contents in the programme are appropriate.
- Whether the placement procedures are appropriate.
- Whether the instruction is effective.
- Whether the instruction is efficient.

Formative evaluation, on the other hand, which is also known as process or implementation, aims at improving an educational experience to examine different aspects of an ongoing programme to make changes or improvements as the

programme is being implemented. Some designs for conducting formative evaluation include implementation evaluation, process studies and evaluation assessment (Wholey, et al., 2010; Patton, 2006e). Besides formative and summative evaluation, Richards (2001a:289) suggests another kind of evaluation, namely illuminative. He describes this kind of evaluation which aims to:

Find out how different aspects of the program work or are being implemented. It seeks to provide a deeper understanding of the process of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result.

This study contends that both types of evaluation could be useful in order to examine how students benefit from the English programme at Tripoli University and to identify if specific goals and objectives are achieved.

However, Weir and Roberts (1994) identify two types or purposes of evaluation, which are Accountability evaluation, which focuses primarily on planned events by making decisions and/or determining the effectiveness and efficiency of programmes. Development evaluation on the other hand *“is intended to improve quality of a program or a course”* (Weir and Roberts, 1994:7). As a result evaluation focuses on influencing and improvements and changes to the English language programme. Cronbach (1982) as cited in Weir and Roberts (1994:5) points out that this type of evaluation *“regards programme as fluid and seeks ways to make it better”*. This type of evaluation can be conducted by either internal or external evaluators, but is generally held to be more effective when it is carried out by a combination of both (Weir and Roberts, 1994).

The conclusion that could be drawn from the above debate is that whatever the purpose of evaluation is, it is important to find the most suitable evaluation for every

type of English programme. For instance, formative evaluation is recommended if the evaluation is to create learning and to improve the programme, while summative evaluation, on the other hand, is recommended if the evaluation is to control performance in terms of accountability (Rossi et al., 2004). In addition, to formative evaluation which has become widely used, looking at what goes on within a programme in order to provide information for programme improvement (Yang, 2009). Some authors mentioned above such as: Graves (2000a); Lynch (2003b); Patton (2002d) and Brown (1995b) recommend that evaluation could be designed in terms of purpose and others such as Wholey, et al. (2010) stress that evaluation could be designed according to what is possible. Generally speaking curriculum renewal or programme evaluation is an on-going process in the educational planning. It provides programme developers with opportunities to incorporate new insights and expectations in academic programmes so that the prospective graduate of such programmes become functional in the careers available to them (Riazi and Razmjou, 2004). So, in this case, this study aims to collect the information while the programme is being taught at Tripoli University in order to develop a completely new English programme and to investigate the problems and suggestions for programme improvement.

3.6 An overview of Programme Evaluation across the world

Programme evaluation has been a dominant feature and high priority in many countries in the world. Language programmes are part of curricula at nearly all levels of education. Although, language programmes seem to be everywhere, strategies and methods for the evaluation of their processes and outcomes vary considerably from country to country (Ross, 2003). Graduating students from all universities in the UK

and Australia are asked to evaluate their educational programme to monitor its effectiveness. These ratings are then used to benchmark universities within each country (Marsh, et al., 2002). In most universities in Libya English language programmes are dated and are based on traditional methods and ideas. One important issue concerns the balance between depth and breadth of knowledge. In the case of Libya, language programme lacks both.

Programme evaluations are conducted in many universities around the world as in a study conducted by Towell and Tomlinson (1999) in a British university of French as a foreign language programme. They collected data from students' views through questionnaires, and comments from tutors to provide opportunities for learning and programme development. Their conclusion emphasizes the limitations of the study, and reveals that: Curriculum design, application, evaluation and enhancement are a slow process, and a number of irrelevant influences which make it impossible to measure with totally scientific precision. This study argues that the challenges facing the researcher in collecting reliable data in the current shifting political environment is expected to be overwhelming.

A linguistics course was investigated and evaluated at the English Department at the University of Morocco by Sadiqi (1996). The study reflects on the nature, quantity and quality of the linguistics course. As a result of the evaluation it was found that there is a mismatch between the academic aspect of linguistics as a discipline and students expectations. She suggests that linguistics courses at University level need a lot of restructuring and should be revised in the light of the students' need and capacities as well as the needs and capacities of the teaching staff. Jeffocate (2000) evaluated a course in teaching English grammar which was taught to a group of students who were

specializing in English Drama in the Education Department of the University of Liverpool. The results of the study revealed that all of the students have improved their knowledge and expressed satisfaction with the course. While, approximately one-third failed to reach the required standard.

Wood (2001) examined the Diploma in Adult Education at the University of Prince Edward Island which focuses on 'student perceptions' by collecting data from students on how the diploma has met their needs as adult learners. The findings show that the participants had similar needs such as the need to be respected, gain knowledge, and upgrade their skills and as a result most of these needs were met by the programme.

A formative evaluation was conducted by Finch (2001) to assess the value of a programme while the programme is practice. The researcher used a mixture of quantitative and qualitative for the evaluation process. The focus was on affective aspects of language learning. The positive attitude change in teachers and students was the criterion for programme success in the evaluation. The results of the research show that language learning is positively affected by implementation of task-based approach.

Millroad (2002) evaluated the merits and demerits of the English programme. He also concluded that learners had weaknesses in poor communicative skills, low language competence, and knowledge-processing problems which are a very similar case at Tripoli University. A similar study was conducted by Gerede (2005) at Anadolu University, Intensive English Programme. The old and renewed curricula of preparatory programme are compared through students' perceptions. The results of the study showed that there were a few significant differences between the two curricula in terms of meeting the students' language needs. Another study was carried out by

Yildiz (2004) to evaluate the Turkish programme for foreigners at Misk State Linguistic University to identify the discrepancies between the current status and the desired outcomes of the Turkish programme. The results of Yildiz's (2004) study revealed that the language programme partially met the needs and the demands of the learners.

Nam (2005) conducted a study in South Korea, taking into consideration the perception of college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English programme. The findings of the study indicated that the current communication-based EFL curriculum may not meet with the students' desire, due to several weaknesses of the curriculum itself and already existing barriers in the institutional system behind the curriculum.

In the same vein Erozan (2005) evaluated the language courses for an undergraduate curriculum of the Department of English Language teaching at Eastern Mediterranean University. The findings of the study revealed that the language improvement courses were generally effective in terms of aspects specified in the evaluation model employed in the study as perceived by the students and instructors. In another study Kita (2006) investigated students' attitudes, motivations, and perceptions. Kita (2006) emphasises the necessity of ongoing needs analysis in order to cater for the students' changing needs.

Gullu (2007), the English programme at the Vocational School of Cukurova University in Turkey was evaluated from the students' points of view, concerning certain problems such as the difficulty of the course content and course materials that seemed to be unattractive. This situation is similar in many ways to that of Libya. The data revealed that the programme did not match students' expectations and needs, and as

a result there was an urgent need of reviewing, revising and improving. Another study was conducted by Si-hong (2007) at a university in Yunnan Province of China in order to evaluate the English language programme to identify the existing problems and to make possible improvements in assessment/evaluation. The study showed that in the Chinese educational situation there is a mismatch between the planned curriculum and the implemented curriculum. For the sake of improvements for these programmes the researcher proposed a technique for evaluation to be adapted in the future which is the use of portfolios. These portfolios could beneficially promote effectiveness of the evaluation process. As they provide a general view of student learning which help teachers to capture information about the students learning process.

According to a study by Kratas (2007) which examined the syllabus of English instruction programme at Yildiz Teknik University by collecting data from teachers and students, revealing significant differences between the teachers' and students' opinions on the suitability of the programme's objectives and the audio- visual materials used in the programme. The results of the study highlighted the negative opinions of the teachers, who emphasised that the programme had no positive effect on the students' listening, speaking or grammar knowledge.

Similarly, Kucuk (2008) investigated English language teachers' opinions about general characteristics aims/outcomes and content of the new 4th and 5th grade English language teaching programme. The findings revealed that the programme is clear and understandable. Its implementation is problematic due to factors such as large classes, loaded content, time constraint, and lack of resources. This situation is similar to Tripoli University.

A report on the development of education in Ghana (2008) claimed that the curriculum in Ghana needs to be reformed to emphasise active learning, to develop competencies and skills, to strengthen literacy and numeracy, and to emphasise the availability of good instructional materials towards scientific skills to the world of work. In addition, Aberdeen which is one of the oldest UK's academic institutions was the first university to significantly re-shape its curriculum to meet the needs of the 21st century to prepare students for a challenging work environment (Scott, 2010). Several universities that directed a university-wide curriculum change *"spoke of wanting common learning experiences for all students, including features such as experienced learning, common core courses, interdisciplinary exposure and research opportunities. All of these require a place in the curriculum"* (Blackmore and Kandiko, 2012:45).

Chong and Cheah (2009) in their study in Singapore, analysed the development as well as the conceptual underpinning of the values, skills, and knowledge (VSK) framework through a programme evaluation. As a result they claimed that newly qualified teachers ought to see their teacher education as the starting point of their professional learning to develop a problem-solving attitude and the skills necessary to learn from experience through reflection.

Razaie (2009) undertook an internal evaluation of the English Language Department at Urmia University in Iran and found that the level of satisfaction of students, graduates and academic staff was positive, and educational programmes as well as research facilities were rated acceptable.

Finally, Tunc (2010) carried out a research on an English language teaching programme at a public University using CIPP model (context, input, process and product) to evaluate students' perceived skill competencies across many background variables.

Tunc (2010) examined students' opinions concerning materials, methods, assessment and teachers. As a consequence the findings suggest that students thought that the four skills were emphasized by the programme, while the teachers felt that more time should be allocated to speaking and listening skills.

As highlighted earlier many studies were conducted in Turkey while there is hardly any research that has been undertaken on the quality of English language programmes in Libyan Universities since the programme was established to see how effective and how much the lecturers and students are satisfied with the English language programme in achieving their aims. Another issue is that most of the studies lack empirical evidence and there is no follow up of whether their programme evaluation had practical implications.

The common features and themes of the above studies which deal with programme evaluation such as monitoring the programmes' effectiveness and value, restructuring the English language programme in the light of the students' needs, attitudes, motivation and perceptions are all identical. Another issue was due to factors such as large classes, loaded content, time constraint, and lack of resources which is the same case and situation at Tripoli University and pertinent in Libya. Recommendations should be given on how to enhance English language programmes and to assess the various language programmes through learners' levels of skills and knowledge. It could also be added that all of the language programmes should be evaluated on a regular basis based on the needs of the students. While, how programmes and stakeholders benefit from the evaluation process remains somewhat absent in research (Elder, 2009; Kiely and Rea-Dickens, 2005). Furthermore to ensure quality of education, accordingly,

the processes and products of education must be evaluated from a variety of perspectives (Bridges, 2009; Sadeghi, 2010). Luskin and Ho (2013:61) state that:

Even with more diverse outcomes of evaluation being proposed, and more prescriptive evaluation theories espoused to achieve these outcomes, there is still little empirical evidence that have supported the linkages between prescriptive evaluation and the outcomes that they are intended to achieve.

As a result stakeholders undertake programme evaluation as an end rather than as a means of development (Byrens, 2006). The rationale for this study stems from the need to evaluate and assess the quality of English language programme at Tripoli University in order to make recommendations based on the findings of this study. However, no evaluation so far of the implemented programme was carried out and no feedback was established to revise the English language programme. By improving the quality of teaching and learning in Libyan Universities, the students will have a chance to experience a high quality education which will require the evaluation of university programmes and systems. In addition, the present study would be a significant step to fulfil the gap in the field of English language programme evaluation in Libya. Effective programme evaluation requires an understanding of the nature of the programme as well as the evaluation procedure. Thus, few studies have investigated the possible link between programme objectives and the achievement of university English major students (Sadeghi and Jabbrnejad, 2012).

3.7 Programme Evaluation Approaches and Models

Programme Evaluation is an important way of measuring whether an English language programme is functioning in practice as it is planned. It can also be seen as a process of reviewing the quality or standards of a coherent set of study modules.

Currently language programme evaluation has been emphasized in education and many approaches have been developed and models have been suggested (Tunc, 2010; Watanabe et al., 2009). Tunc, (2010:21) states that:

Evaluation has a long history, which ultimately leads to the use of various evaluation models by curriculum specialists. Evaluation models differ greatly with regard to curriculum approaches. The underlying reasons behind this variety of classifications are generally related to evaluators' diverse philosophical ideologies, cognitive styles, methodological preferences, values and practical perspectives. Due to this diversity in curriculum evaluation it is not possible to come up with only one single model.

Tunic (2010) states a very important point that due to the variety of curriculum evaluation, it is impossible to arise with one single model. Evaluation approaches and models are very useful when conducting a programme evaluation as stated above depending on the purpose of evaluation. They are different from each other according to which variety or classification they relate to. These approaches are conceptually about thinking, designing and conducting evaluation efforts. Some of the evaluation approaches could make a unique contribution to solving problems that might be encountered when conducting an evaluation. According to Stufflebeam and Shinkfield (2007:63) a programme evaluation model or approach is *"an evaluation theorist's idealized conceptualization for conducting program evaluations."* Erden (1995) as cited in Tunic (2010) states that, researchers can choose the most appropriate model which fits their purposes and environment during their programme evaluation or they can develop a new model making use of the existing ones. Ulbulon (2012:152) claims that *"the evaluation of an educational programme is multivariate in nature. It is not easy to specify a suitable model. A number of evaluation models exist for use for evaluating*

educational programmes." Although, there are different functions, purposes roles of programme evaluation Kiely (2009b:104) points out that:

An approach to programme evaluation which engages with the social world of language programmes, and achieves sufficient weight of description, is a methodological requirement to ensure balanced attention to the different context of learning-theory, policy and practice, and to contribute in a dynamic and mutually informing way to the development of these different domains.

Understanding and selecting an evaluation model or approach is not straightforward. According to the Libyan context it is difficult to choose which model or approach to use for programme evaluation because these approaches are context specific and do not engage with the social world of language programmes. Worthen, et al. (1997) classify programme evaluation approaches under six categories which are:

- Objectives-oriented evaluation approach.
- Management oriented evaluation approach.
- Consumer-oriented evaluation approach.
- Expertise-oriented evaluation approach.
- Adversary-oriented evaluation approach.
- Naturalistic participant- oriented approach.

The six categories that classify programme evaluation are designed for reviewing programmes that are related to organizations that provide business services to European countries and not for a developing country such as Libya. In addition these models are most unsuitable for the Libyan organisational and cultural context. Wilkes (1999) states that it is necessary to use a range of evaluation methods in order to obtain the best information from various sources. Wilkes (1999) developed four general approaches to educational evaluation: student-oriented approach; program-

oriented approach; institution-oriented approach and stakeholder-oriented approach. These approaches could be more realistic than the six categories that were suggested by Worthen, et al. (1997), in that they deal with educational evaluation. These approaches take into consideration the student, programme, institution and stakeholders that are the most important components in evaluating an English language programme.

Another well-known approach which is widely distinguished when it comes to programme evaluation belongs to Stufflebeam which was developed in the 1960s. His approach is recognized as the CIPP model (context, input, process and product) in judging a programme's value. This comprehensive model considers evaluation to be a continuing process (Ornstein and Hunkins, 2004). The model is designed with the desire to maximise the utilisation of evaluation results. In Stufflebeam's CIPP model four types of evaluation were identified: Context evaluation which is designed to improve a programme by evaluating and critiquing its strengths and weaknesses. Input evaluation identifies the resources appropriate for achieving programme goals. With process evaluation, the focus is on the evaluator providing on going feedback during and at the conclusion of a programme, so that evaluation data maybe fed back into, and thereby assist in the improvement of the programme. Finally, product evaluation, measures the attainments of the programme (Nunan, 2006b). Priest (2001), also describes five models of programme evaluation which are: needs assessment; feasibility studies; process evaluation; outcome evaluation and cost analysis. As it can be seen that there are a number of existing classification of evaluation models, which are accepted in programme evaluation, but which is suitable for the evaluation process is the debate. Nearly the models which were highlighted emphasize on needs

assessment, context of the programme, input, and the product of the programme being evaluated. These models give the evaluators a wide range of strategies to use or follow when carrying out the evaluation of a programme. Lynch (1996) presents a model for language programme evaluation, the context-adaptive model CAM, which consists of seven steps:

- 1) Establishing the audience and goals for the evaluation.
- 2) Developing a context inventory.
- 3) Developing a preliminary framework based that are central to the particular context.
- 4) Developing data collection system that is focused by the framework.
- 5) Collecting the data.
- 6) Analysing the data.
- 7) Formulating the evaluation report.

This model might be possible in certain context by using a combination of a mixed strategy which could contain all the models mentioned above to pursue an evaluation.

This model uses the objective means of data collection procedures which can be easily and objectively scored (Brown, 2004b). Lynch (2003b) also agrees that the strongest approach to evaluation is one that combines as many methods which are appropriate to the particular evaluation context. The efficiency of a language programme that is being evaluated in terms of cost-effectiveness and assessment of learning leads to what extent does the learner achieve from the programme goals. It adopts a top-down approach and outside authorities that could be local or central government offices of education to prepare, implement, and use the results of evaluation (Lynch, 1996a).

Selecting the appropriate approach or model for programme evaluation is an important element to continue the process of evaluation. According to Owen and Rogers (1999:67) the appropriate form provides a framework that will:

- *Summarize and organize the essential elements of program evaluation.*
- *Provide a common frame of references for conducting evaluations*
- *Clarify the steps in program evaluation*
- *Review standards for effective program evaluation.*
- *Address misconceptions about the purpose and methods of program evaluation.*

Finally, Posavac and Carey (2003) proposed an evaluation plan which involves three steps:

- Identifying the programme and its stakeholders.
- Becoming familiar with information needs.
- Planning an evaluation: determining the methodology (regarding the sampling, data collection and analysis).

Although, there has been various approaches to conducting programme evaluation, but then again they are more or less similar in form and content and depend on the purpose of evaluation. They lack substance and empirical data. They are limited to the environment in which they have been produced; very few can be replicated in places like Libya. Worthen and Sanders (1987) acknowledge that all these models are built on different conflicting conceptions. Using only one particular approach to evaluate a programme has difficulties and drawbacks. Ulbulon (2012:152) states that *“a central feature, which characterized these decision-making models of evaluation, is their applicability to decision making concerning aspects of evolving programmes.”*

Patton (2008f:20) argues for an approach to evaluation called *“utilization-focused evaluation”* the premise of which is *“that evaluation should be judged by their utility and actual use.”* It is a process which helps primary intended users to select the most appropriate content, model, methods, theory and uses for their situation. It aims at providing stakeholders with useful data to meet the results from evaluation. Patton(2008f) makes a strong argument that simply generating evaluation findings is of moderately little importance compared to creating a context in which evaluation findings are actually used for decision making and improvement which is an important aspect for programme evaluation. The purpose of this evaluation model could be to check the correctness of the methodology that has been adopted, the quality of the language learning materials, cost- effectiveness, accountability, and relevance. However, the scope and methodology of teaching change with the aim of the process and who employs the findings (Patton, 2008).

However, when it comes to selecting the approach and model to evaluate a specific programme, the researcher should consider the nature of the programme or project being evaluated which depends on the purpose of the evaluation (Erozan, 2005).

However, there are many approaches to directing evaluation and it is difficult to categorize them because of the similarities between them. There are certain patterns and dimensions which can help understand both the similarities and differences between different approaches Brown (1995b). These dimensions are:

- Formative vs. Summative: formative evaluation is done through the development of the programme in order to improve the existing one while summative evaluation, on the other hand, is done after the programme is completed in order to determine to what extent was the programme successful.

- Product vs. Process: product evaluation aims to focus on whether the goals of the programme were achieved. Process evaluation focuses on what is going on during the programme that leads to achieve these goals. Stake (1986) insists that both evaluations are essential when planning evaluation procedures to give a true indication of the merit of a particular programme.
- Quantitative vs. Qualitative: quantitative data is usually gathered by using measures which will be analysed into numbers and statistics such as (test scores, the number of participants in a programme). Qualitative data is usually gathered by observation, interviews...etc. (Brown, 1995b).

Programme evaluation has become an aspect of education which is a necessary and certain process. Every researcher selects one evaluation model or approach among the great number of those available. There are various other approaches which have their adherents, but the ones mentioned earlier represent the best-known. As programme evaluation is a wide concept. It is necessary to examine and reflect upon what evaluations have achieved by a number of well-known authors in some cases of their practice (Kucuk, 2008). When evaluating a teaching programme it depends primarily on the researcher's purpose, why is he or she going to evaluate the English programme and taking into consideration the nature of the programme that is going to be evaluated. The fact that there is no best way of evaluating an English programme, as if it depends on the purpose of the evaluation and no one approach is best for all situations. Each approach has its strengths and weaknesses. Programme evaluation should also extend beyond questions on content and teaching learning methods, to include the overall culture of the learning environment. This can include areas such as curriculum organisation, student support, learning resources, physical environment,

and staff attitudes (O'Neill, 2010). Another important reason for evaluating a programme, as Rea-Dickens and Germaine (1998:8) suggest, is to gain information about a planned change and that *"innovation and evaluation are accordingly closely related concepts. The process of evaluation can usefully inform the nature and implementation of an innovation."* Therefore, it is crucial to be aware of the fact that the adopted evaluation model and accepted programme planning model must comply with each other. Otherwise, there will be incongruity and distortion between these models (Kelly, 1999).

However, the need to evaluate the English language programme at Tripoli University is significant in order to initiate the change, innovation and produce a language programme fit for 21st century.

3.8 Programme Theory Evaluation

Programme theory has received a great deal of attention in programme evaluation over the past forty years and is designed in many different ways which are used for a variety of purposes (Brousselle and Champagne, 2011; Birckmayer and Weiss, 2000; Donaldson, 2007). Programme theory evaluation also helps *"to specify not only the what of programme outcomes but also the how and why"* (Weiss, 2000:35). Programme evaluation is a varied combination of theory and practice (Krikas, 2009). The reason to learn about evaluation theory is to help make good judgements about what kind of methods to use under what circumstances, and toward what forms of evaluation influence (Mark, 2005). According to Cooksy, et al. (2001:119) programme theory is useful because *"it guides evaluation by identifying the key elements of the programme; clarifying how these elements are planned in order to be connected to*

each other.” The use of programme theory has the advantage of giving information that could lead to additional explanations regarding the problems and solutions to explain how a programme or its implementations will work (Cojocaru, 2009).

Therefore, the primary stage to develop a programme theory is programme development which is the conceptual foundation. As soon as the programme has been established, the programme theory can be used to develop outcome and intermediate goals. The development of a programme theory *“is necessary when hoping to determine why a programme is succeeding or failing and if and where programme improvement should be focused”* (Sharpe, 2011:72).

Programme theory, which is referred to as programme logic, theory based evaluation, theory driven evaluation, and programme theory-driven evaluation science (Rogers, 2008). Christie and Alkin (2008:131) consider three basic elements in evaluation theories: use, methods, and valuing. They also state that:

All theorists are concerned with the methods that will be employed in conducting the evaluation. All theorists recognize that evaluation is an enterprise that involves valuing (distinguishing it from most research). All theorists recognize that evaluation will be used in ways that affect programmes.

However, evaluation theories are completely prescriptive; they offer a set of rules that specify what an effective evaluation study is and how the evaluation study should be (Christie and Alkin, 2008). The main purpose for theory- based evaluation is to make clear and understand why a programme is succeeding or failing for the purpose of improving the programme.

3.9 Developing a Framework for an English Language Programme

The study aims to evaluate the English language programme at Tripoli University to develop a framework for university students in the English Department, Faculty of Languages. Developing an English language programme is challenging due to the complexity and diversity of students' needs and the professionals who make the decisions about the educational system. Language curriculum design has undergone considerable evolution as reflected in the models and flow charts by various authors over the last thirty years (Brown, 1995b). In addition, it is difficult to ensure that the course covers the whole subject area and the students' background meets the prerequisites. The programme needs to ensure as far as possible that the range of topics covered, the structure of the courses, their length, level, workload, teaching approach and other stake holders (Calder, 1997). However, there are several processes involved when it comes to designing a programme and many frameworks have been proposed by language programme design specialists (Graves, 2000a). According to Nation and Macalister's model (2010:3) they state that when it comes to designing a curriculum "*it involves format and presentation, content and sequencing, monitoring and assessing, consideration about the environment, needs, and principles*". Spiel (2001:431) states that an ideal evaluation process for a successful development of improvements in a curriculum can be described in five phases:

- 1) *Baseline evaluation of the current curriculum to identify its weaknesses and strengths.*
- 2) *Prospective evaluation of the concept of the curriculum developed with respect to the results of the baseline evaluation to assess the new curriculum's feasibility.*

- 3) *Formative evaluation of the implementation process of the new curriculum.*
- 4) *Summative evaluation of the results of the new curriculum (in comparison to the results of the base-line evaluation).*
- 5) *Impact evaluation of the new curriculum results in terms of long-term consequences.*

Brown (1995c) proposes a framework of language curriculum design that is designed specifically for improving educational programmes, which includes five elements: needs analysis, goals and objectives, testing, materials, and teaching. This model shows a set of stages necessary to develop a language programme and to improve and maintain an existing one. It also shows how the components interact in particular teaching situations which are explained by the arrows to show that each component affects all others. Furthermore, all of the elements in the model form a cycle rather than a linear design. There are researchers that have other opinions about the elements that can be evaluated in a language programme Hedge (2000:354) for example suggests that an evaluation study should include *“students’ needs, course content, resources, methodology, teaching strategies, and assessment.”* Brown (1995c:19) also explains that these elements can provide a framework that are evaluated to contribute to the continuing process of programme development and *“that helps teachers to accomplish whatever combination of teaching activities is most suitable...that is, a framework that helps students learn as efficiently and effectively as possible in a given situation.”* Therefore, formulating goals and objectives for a particular course or programme allows teachers to create a clear picture of what the course is to be about. It also helps them to be sure what material to teach. Therefore, when a language programme is reformed, it is designed to change the contents,

methods or outcomes of education (Johnson, 2009). Despite the fact Brown's model is dated it is still commonly and widely used in evaluating language programmes. In addition, it is extensively quoted in relevant studies. This study has exploited Brown's features that are applicable to Libyan language context.

Figure 3. 1 The curriculum development model suggested by Brown (1995c).

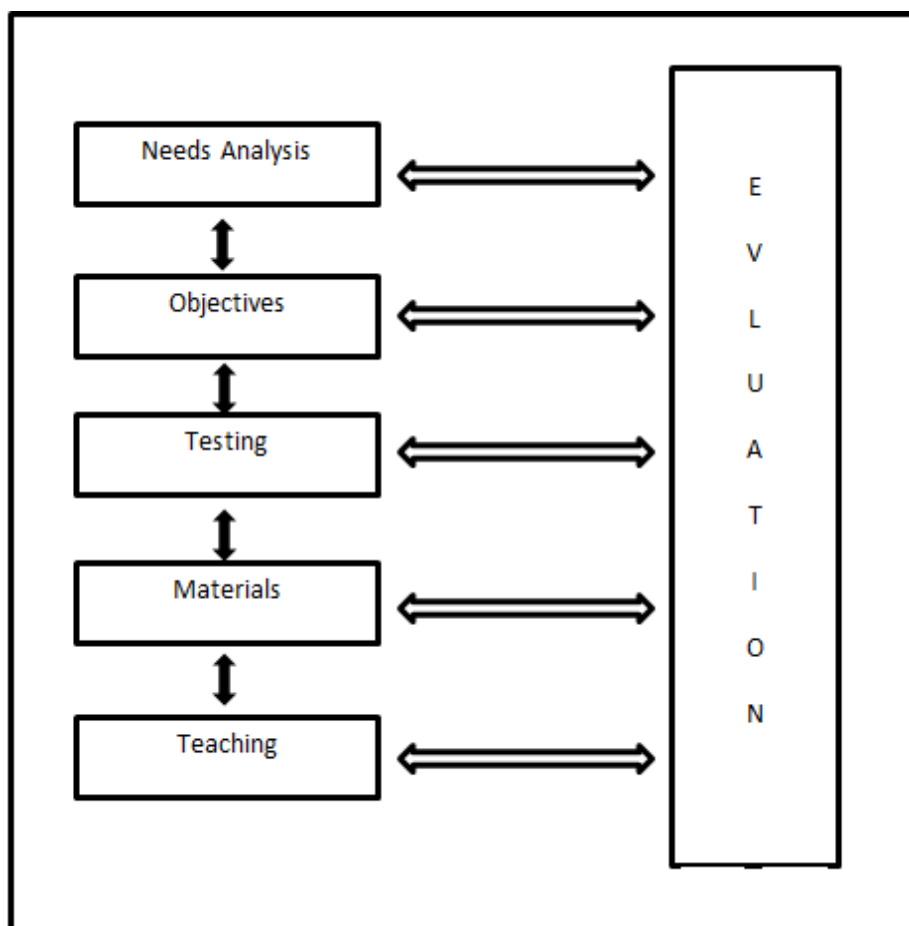
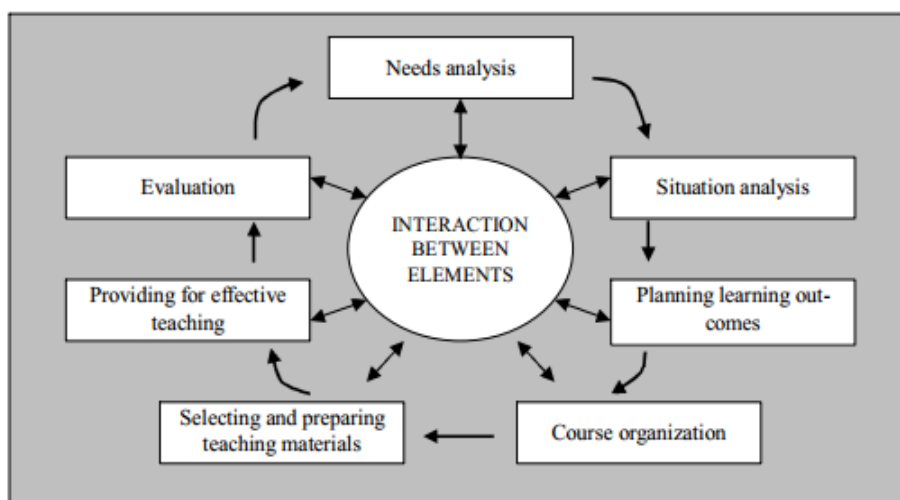


Figure 3.1, demonstrates that all of the elements are interconnected. Evaluation is the element that connects and holds all the other elements together. It is important to have a programme evaluation strategy because it “...promotes the improvement of the curriculum... assesses its effectiveness within the context of the particular situations involved” (Brown, 1995c:24). Evaluation can be at different stages of a given curriculum (Richards, 2001a). The process starts with needs analysis which is the most important step in course design and it provides validity and relevancy for all

subsequent course design activities and then all the other steps are organised according to the information obtained by needs analysis, i.e., the goals and objectives, and development of tests which is described as a very crucial element in programme development, the design of materials which are based on the information that was gained from needs analysis, goals and objectives, testing and last but not least teaching (Brown,1995c). In addition, Yildiz (2004:34) agrees that *“having considered the necessary characteristics for a good curriculum for a foreign language, it is evident that needs assessment should not be avoided in the curriculum design procedure.* However, Brown’s model (1995c) will be adapted to describe the process employed in the present study. This particular model captures the nature of course design which means that all the processes are important there is no one process more important than another in the planning of the course or programme development. Another model of curriculum development was developed by Richards (2001a). He describes curriculum development as *“the range of planning and implementation processes involved in developing or renewing a curriculum”* (Richards, 2001a:41).

Figure 3. 2: Richards’ view of curriculum development (Richards, 2001a)



The similarities between the two models is that both include needs analysis, planning learning objectives or outcomes, selecting and preparing materials, teaching and evaluation. But the difference between the models is that Brown's (1995c) model includes testing while Richards' (2001a) model includes additional elements such as situation analysis and course organization as separate elements of curriculum development processes.

The English programme must have an on-going evaluation process that will help to evaluate the different stages of the programme in relation to the students' needs on a continuous basis. Graves (2000a) states that defining the context and articulating your beliefs serve as the foundation for the process to follow when designing a programme. Assessing needs, formulating goals and objectives, developing materials, designing an assessment plan , organizing the course and conceptualizing content is described as a framework of course development process.

The main job of the university according to a language programme is the provision of a well-designed, inclusive and accessible curriculum that promotes students' success. Enhancing the learning experience for each student is important for their learning, teaching and assessment strategy. The language programme or curriculum should continue to be reviewed and evaluated to meet the needs of the students and to provide learning experiences, progression and achievement.

3.10 A Framework design

To be useful for the English department and to enhance the current language programme at Tripoli University. It must take into account the complex Libyan educational environment. In addition the standards are designed for certain purposes.

Mckay (2000) proposed three main purposes for content standards: planning instruction to help students progress from one level to the next, professional understanding to inform teachers of the progress that students at a certain level can be expected to make, and reporting student achievement for accountability or funding requirements. Language programme standards describe the components and features of a programme that should be in place to provide context and resources that support student learning and achievement (TESOL, 2003). The UK professional standards framework for higher education (2012:2) aims are:

- *Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.*
- *Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.*
- *Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.*
- *Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.*
- *Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.*

The standards that have been highlighted above were developed by the UK professional standards framework for higher education. These standards take into consideration several significant points such as staff development, teaching and learning through creativity, the variety and quality of teaching and learning and

assessment practice, and enhancing research and management activities. In order to retain standards it is crucial that the process and procedures used in higher education approve to a set of standards. So as for Tripoli University to perform efficiently it should use modern management techniques to achieve high standards in higher education.

In trend the curriculum framework has fundamental purposes which have been developed by the researcher in line with objective number six set in the first chapter such as:

- To establish the goals and objectives of the language programme. The goals of the programme should be grounded on students' values and educational needs within the context of the Libyan society.
- To guide the evaluation of the effectiveness of the programme and academic achievement. The effectiveness of the programme can be measured by the students' academic achievement.
- To guide the processes of lecturers preparations. It is imperative that the preparation of staff members that teach the programme are aligned with what the English department requires in terms of content, teaching skills and knowledge.
- The importance of student attitudes on the learning outcomes should be given priority by staff members when designing their courses to build and provide a positive learning environment.

Figure 3. 3: Dimension of the Framework: Strategy Plan for Tripoli University. Source developed by the present researcher.



Figure 3.3 illustrates a dimension frame work and strategy plan that could be adapted for Tripoli University. This model has emerged from the literature which shows a vision for the University for the 21th century which has four goals and aims such as the excellence in learning and teaching, developing an effective learning environment to support and guide students, standardize methods for teaching, learning and assessing, and evaluating the effectiveness of the language programme periodically for effectiveness and improvement.

Patton (2008f) states, when developing a framework for programme evaluation research, issues such as the individual nature and the unique characteristics of the programme, its purpose and its environmental background play key roles in terms of

guiding the selection of an evaluation approach and model. The language programme framework is neither a curriculum guide nor a curriculum. It is a document that can be adopted for a curricular that is aligned with the content of the English programme. In addition, it is designed so that staff members can use the framework as a reference. On the other hand, this document might be of great useful to other universities and especially for the language departments.

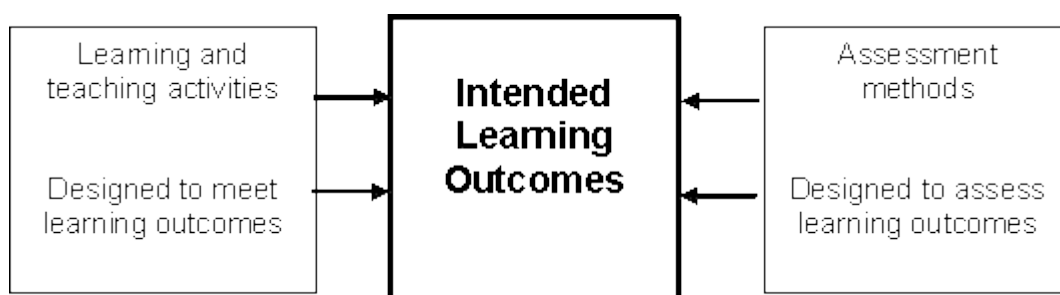
3.11 The importance of Constructive Alignment for the learning process

For an evaluation to be effective it should take into consideration the learning outcomes of the programme. Constructive alignment is about ensuring that evaluation, teaching and learning are all interrelated. Many universities implement the constructive alignment to operationalize the links between learning objectives and learning outcomes. This reflects the view taken by this study.

Constructive alignment is a term coined by Biggs (2003b). It is one of the most influential ideas in higher education. In addition, it is an approach to curriculum design that associates what the student is to learn with pre-specifies learning outcomes. The constructive aspect refers to the idea that students construct meaning through related learning activities. The alignment aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities suitable to achieving the desired learning outcomes, but this approach is too difficult to apply in the current Libyan context. Constructive Alignment is the concept behind the current requirements for the specification of a programme, declarations of intended Learning Outcomes (ILOs) and assessment criteria (Biggs, 2004c). Therefore, the language programme should be designed so that the learning activities are aligned with the

learning outcomes that are intended in the programme. McMahon and Thakore (2006:10) define constructive alignment *“as having coherence between assessment, teaching strategies and intended learning outcomes in an educational programme.”* According to Warren (2004:29), constructive alignment *“encourages clarity in the design of the curriculum, and transparency in the links between what is learned and what is assessed.”* Constructive aligned curriculum can help students to study more efficiently and facilitate superior international comparison of courses. It can also produce better-quality teaching and improved designed curricula (McHahon and O’Riordan, 2006; Biggs, 2003b). According to Biggs’ model (2003b), the most important principle of curriculum design and delivery is seen as constructive aligned between the three key components of a learning programme, namely, intended learning outcomes, instructional methods and the assessment regime. Where, the researcher aims to achieve in this study when developing a framework for the English language programme at Tripoli University.

Figure 3. 4 Aligning learning outcomes, learning and teaching activities and the assessment. Adapted from Biggs (1999a:27)



As it can be seen from figure (3.4) that the learning activities should be designed to meet the students’ learning outcomes which leads to intended learning outcomes that are statements that predict what students would have gained as a result of learning. The success of the constructive alignment curricula is reliant on the development of assessment tasks that address the programmes philosophy and intended learning

outcomes. He also elaborates on the teaching and learning activities that encourage students to achieve the objectives. Once the programme objectives are known and teaching and learning activities are established, constructive alignment determines the assessment tasks that evaluate the quality of the students' learning (Biggs, 2003b). The main guiding principle for curriculum design is known as constructive alignment. In other words, the aims of the course, the learning outcomes, learning tasks, assessment and marking criteria all relate to each other. However, the curriculum, in any event, should be inclusive and respond to the university's graduate capabilities framework. As higher education becomes gradually a global activity, *"curriculum changes are happening throughout the world, but the effect on higher education systems, academic staff and students varies immensely."* (Blackmore and Kandiko, 2012: 4).

3.12 The Role of Needs Analysis in Language Programme Evaluation

Needs Analysis is an important step when it comes to designing, developing and evaluating of any educational programme. Thus, many educational trends highly encourage that needs analysis (which is also called needs assessment) should be structured in programme evaluation and should not be avoided when designing an English language programme. Needs analysis also plays a recognized role as a valuable source of information from which relevant and informed curricula decisions can be made. It is a part of curriculum development as a means to collect requisite information for programme evaluation (Graves, 2007b; Mckernan, 2008; Al-Murabit, 2012). Brown (1989a) as cited in Nunan (2006b) points out that in curriculum terms there is a degree of similarity between evaluation and needs analysis, which also involves the collection of information for decision making purposes and that

distinction between the programme evaluation and needs analysis *"maybe more one of focus than of the actual activities involved"*(Brown, 1989a:223). Grier (2005:65) attempts to integrate needs assessment with curriculum development. He states that:

In order to develop curricula of quality, developers must have valid information on which to base their curricular decisions. The various methods of needs assessment are valuable tools that provide curriculum developers with this information. By incorporating needs assessment in their curricular decisions, curriculum developers can select options that benefit both the learners and society.

Altschuld and Witkin (1995) define needs analysis as a set of systematic procedures pursued in order to establish priorities based on identified needs, and make decisions attempting improvement of a programme. Brown (1995c:35) claims that needs analysis is *"a device to know the learner's necessities, needs, and lacks in order to develop curriculum that have a reasonable content for exploitation in the classroom."* Brown (1997d: 112) also states that *"need analysis in language program is often thought of as the study of the language forms student will need to use in the target language when they actually try to communicate."* Despite the importance of needs analysis as highlighted by education specialists, appears to have been ignored by Libya decision makers at the University. Up until now, there has been no need analysis involving students or evaluation of the current English programme. Graves (2000a:98) defines needs analysis as: *"a systematic and ongoing process of gathering information about students' needs and preference, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs.* Graves (2000a) also asserts that the main purpose of needs analysis is to find information about the learners which will guide course planners to make decisions on what should be taught to the learners. Graves (2000a) further emphasised that needs are multi-faceted and changeable and if they are used as an ongoing part of teaching it will help the students to reflect on their

learning, to identify their needs, and to gain a sense of ownership and control of their learning (Graves,2000a). Another similar definition was reported by Rossi et al. (2004) they refer to needs analysis as the means by which an evaluator determines whether there is a need for a programme and what programme services are most appropriate to that end. Richards (2005c) states that one of the basic assumptions of curriculum development is that an educational programme should be based on an analysis of learners' needs. He also claims that the procedures that are used to collect information about learners' needs are known as needs analysis. Richards (2001a:52) also suggests that needs analysis is *"to find out what language skills a learner needs in order to perform a particular role...and to help determine if an existing course adequately addresses the needs of potential students."* According to Brown (1995c:36) needs analysis (NA) allows a:

Systematic collection of and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation.

Needs analysis is recommended in English language teaching and learning. It can provide data for revamping and evaluating language programmes. There are five purposes for needs analysis identified by West (1994):

- Target situation analysis, which focuses on the language, needed in particular situations.
- Deficiency analysis, which is concentrated on the gaps in the learners' knowledge.
- Strategy analysis, which focuses on strategies the learners use.

- Means analysis, which is the study of the context of where the language is to be learned.
- Language audits, in which the language itself is a focus of analysis.

The most common reason for needs analysis to be conducted according to Soriano (1995:XV) are: *“Justification for funding, regulations or laws that mandate needs assessment, resource allocation and decision-making determining the best use of the limited resources and as part of program evaluation.”* Richards (2001a:52) states that needs assessment in language teaching can be used for a number of different purposes, such as:

- *To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student.*
- *To help determine if an existing course adequately addresses the needs of potential students.*
- *To identify a change of direction that people in a reference group feel is important.*
- *To identify a gap between students are able to do and what they need to be able to do.*
- *To collect information about a particular problem learners are experiencing.*

In English language programmes needs analysis continues to play an important role especially with the increasing influence of the task-based approach to syllabus design Long (2005).

Liangn and Chen (2012:23) report:

It is believed that needs analysis should be a logical first step in systematic curriculum development model, followed by five other components, goals and objectives, language testing, material development, language teaching, and program evaluation. Needs analysis can be categorized into subjective needs and objective needs, target needs and learning needs.

Needs analysis is “concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program”

Richards and Rogers (1986a:156). However, information on needs can be used to help design a new language programme or evaluate an existing programme. Richards (2003b:54) suggests that “to evaluate and revise a program, the information collected in needs analysis can be used as a basis to obtain a more comprehensive view of the learner’s needs.” Students’ needs are often taken for granted and thus are neglected.

To understand and meet students’ needs, the teacher must know their motives for studying English at university level before embarking on any reform or any discussion of the aims and goals of English at the university, or before deciding on the activities and means to put these aims into practice. Nevertheless, there is a lack of motivation among students which could be the reason to the passive role of students in choosing what and how they should study and be taught (Al-Murabit, 2012). Thus, when developing an English programme, overall goals need to be translated into instructional objectives while ensuring that they are appropriate to learner needs.

The conclusion that can be drawn for the above definitions is that needs analysis is a very important component to take into consideration in the process of designing and developing any English language programme. It is the foundation of the development of English language programmes. McKernan (2008) argues that for a curriculum or a

programme to be educational it has to lead the learners to unanticipated, rather than predicted, outcomes. This study shows that needs analysis has a crucial role in designing or renewing language programmes. Therefore language programmes need to be evaluated occasionally to see if they still meet the students' needs.

3.13 An overview of Needs Analysis

A great number of needs analysis studies have been carried out in different institutions in order to analyse students' needs and to revise or design various educational programmes. Yilmaz (2011:77) states that:

Research has shown that evaluation is an important part of curriculum development and student perception is an important source for evaluation. Also, many researchers have focused on student needs and determined the effectiveness or success of the program depending on how much those needs are met. Studies indicate that curriculum developers need to know about learners' needs, such as their objectives, language attitudes, expectations from the course, and learning habits, in order to design an efficient curriculum.

Lasagarbaster (2007) studied students' attitudes in the European context and maintains that students' attitudes towards English were not so positive in Europe mainly in Spain.

Basturkmen (1998) carried out a study of needs analysis in the college of Petroleum Engineering at Kuwait University to evaluate the communicative language needs of the students. Data was collected from questionnaires, observations and examinations of students' materials and samples. The findings reveal that the results of the study were used in revising the English programme.

Another similar study was undertaken on needs assessment by Edwards (2000) to identify the language needs of the German bankers in order to design an ESP course. Data used in the study was from an interview with the director of the bank's language

department and a questionnaire that was given to the participants of the programme to reveal the institutional and personal objectives. As a result of the study that was conducted an ESP course was designed and guidelines for teaching methods were established.

Chan (2001) also conducted a research study on English language needs of students in Hong Kong Polytechnic University. The study took into consideration students' perceptions with respect to their needs and wants. A survey was conducted involving 701 tertiary learners and 47 English instructors at the university. According to the findings of the study the students were able to state their opinions on various skills and to be conscious in terms of their competence.

However, Richards (2001a), states that a needs assessment study is usually carried out for different purposes. The above studies show that collecting information regarding a specific problem that learners are experiencing, and helping to determine if an existing course adequately addresses the needs of potential students, contributes to the development of an ideal curriculum.

Summarising the above studies represent the importance of needs analysis when developing or restricting a programme. Once need analysis is completed, the programme can be taught and continuously evaluated. Needs analysis should not be neglected and should be considered as any other dimension in programme preparation or development. The results of the above studies are useful to be taken, regarding the improvement of basic programme elements. Soruc (2012:36) states that:

...It is germane to bear in mind that needs are not static; but rather, changeable. Therefore, to bridge the gap that is likely to happen between school curriculum and students' needs, curriculum designers must evaluate

curriculum occasionally to decide whether it still meets the needs of students at school.

Richards (2001a) suggests that designating needs, setting goals and objectives, incorporating them into curriculum, implementing and evaluating are sine qua non for curriculum renewal process in language teaching schools.

However, it is very important to take into account the learners' educational needs. In other words, English language programme goals should be based on clearly identified learner needs.

3.14 Summary and Gaps in the Literature

This chapter discussed and critically reviewed the literature related to programme evaluation. The present study examined an important component which is the quality assessment of the English language programme at Tripoli University. Understanding the nature of programme evaluation and becoming familiar with the history of programme evaluation is crucial for designing an effective language programme which addresses the students' needs. The chapter also highlighted the purpose, types, approaches and models of programme evaluation. Several studies have been undertaken showing the significance of programme evaluation and the importance of identifying students' needs. A review of some previous evaluation studies have been presented. The studies dealing with programme evaluation are mainly almost absent in Arab Universities.

Despite the breadth and depth of the literature on programme evaluation the topic still generates plenty interest and attracts the attention of many academics and practitioners. The literature on evaluation also contains evidence of fragmentation and limitations. Programme evaluation has received plenty of attention in the west. Most

of the studies have been conducted in Turkey. The majority of these studies lack empirical evidence and they are set in educational contexts with well-established systems of education. There is no follow up whether their programme evaluation had practical implications. The findings from these studies have not been tested. There is no indication whether the programme evaluation had been successfully applied. Many scholars agree on the importance of programme evaluation and argue that evaluation is more than just the collection of information and data, it involves making judgements about the worth, merit, or value of a programme. The definitions of evaluation are similar and overlapping very few of them are new with fresh insights. The models used to evaluate the programmes are too abstract and lack practical implications. Programme evaluation is an on-going debate and process of data gathering to improve the components of the language programme such as teaching and learning outcomes and assessment. Evaluation is also a form of validation process to find out if the assessed programme is well-run and fit for the purpose. *“Universities around the world are reviewing what and how they teach. The curriculum, a long neglected field in higher education, has become a live area for debate”* (Blackmore and Kandiko, 2012:3).

While establishing a clear understanding of the role of language programme evaluation especially for the Libyan education system which needs reforming and should be done urgently as the whole country is in transition to build a more effective education system which should be the government’s first priority. There is a clear gap in educational literature about programme evaluation in the Libyan context as the current language programme has been in place for over the last three decades without review to determine the flaws and address the English language programme shortcomings at University level.

Evaluating The English language programme at Tripoli University is imperative in order to improve the quality of the English language programme. The following chapter discusses the research methodology and methods adopted by this study.

Chapter Four

Research Methodology and Methods

4.1 Introduction

The following chapter discusses and justifies the research methodology and methods adopted by the study. This study examines programme evaluation in order to gather data to understand students' perceptions of programme quality and levels of satisfaction on the English language programme at Tripoli University.

This chapter analyses the various research philosophies, approaches, strategies and methods of data collection used in research, justifying the reasons for the methodological choices adopted in this study in relation to the objectives of the research. It then describes the data instruments used for this research such as questionnaire and semi-structured interviews. In addition, this chapter considers the validity and reliability of the methods of analysis employed to address the aims and objectives of the research. Therefore, in order to carry out the research, it is important that the researcher selects a suitable research methodology depending on the nature of the phenomenon and on the characteristic of the research problem being studied (Williman, 2001a; Ryan and Scapens, 2002).

Research is defined by many scholars in a very similar way as for Creswell (2012c:3) it is *“a process of steps used to collect and analyse information to increase our understanding of a topic or issue.”* Saunders et al. (2012d:680) define research as *“the systematic collection and interpretation of information with a clear purpose, to find things out.”* For Kumar (2014d: 10) it is a *“process for collecting, analysing and*

interpreting information to answer research questions.” Research is not simply a set of skills but also a way of thinking. It is the way you look at your work situation critically and analytically in order to gain in-depth knowledge of its rationale (Kumar, 2014d).

4.2 Methodologies and Methods

Methodologies and Methods are often confused by many people as being the same thing and sometimes used interchangeably although they are different and not synonymous. It is important to understand the difference between methods and methodologies that are used in the research study even though; they are intimately linked to one another, as methods are used as tools for gathering and analysing the empirical world. While on the other hand methodology refers to the combination of theory and methods within the evaluation process (Mertens and Hesse-Biber, 2013). Methodology is thought of as both the theoretical and procedural link that puts together epistemology and method together Mertens and Hess-Biber (2013). *“Methods are no more than ways of acquiring data and Methodology refers to the way in which methods are used”* (Della Porta and Keating, 2013:28). Greene (2002a:260) states that:

Most... methodologies have preferences for particular methods, but methods gain meaning only from the methodologies that shape and guide their use.... An interview does not inherently respect the agency of individual human life; it only does if guided by and implemented within a methodological framework that advances this stance. So, any discussions of mixing methods...must be discussions of mixing methodologies, and thus of complex epistemological and value-based issues that such an idea invokes.

According to Greene (2002) the discussion of mixing methods must be discussions of mixing methodology. While other authors seem to disagree about the possibility of mixing methodologies however, they agree that methods are instruments of data collection and methodology is the way the researcher designs his/her study.

Methodology is the construction of all forms of knowledge and provides the tool whereby understanding is created (Daly, 2003). Greene et al. (2001:30) note that *“methods are tools and their practice requires the evaluator to be conscious of the methodological perspectives they employ within their evaluation project that demands thoughtful mixed method planning.”* In addition, methods are what researchers use in order to explore, define, understand and describe phenomena, and to analyse the relations among their elements, they are the ways of collecting evidence during data gathering (Kumar, 1999a). Methods are also referred to *“procedures, tools, techniques and associated skills that are needed to perform the specific tasks required by the methodology”* (Hallebone and Priest, 2009:27).

Easterby-Smith et al. (2008b) describe methodology as a combination of techniques used to inquire into a specific situation. While, Jankowicz (2005b) defines it as a systematic and orderly approach taken towards the collection of data so that information can be obtained from these data. Similarly, Bryman and Bell (2007) define research methodology as the application of various systematic methods and techniques to create scientifically obtained knowledge. As for Riazi and Candlin (2014:136) methodology is *“the concept and framework that helps researchers to design their study”* while methods refers *“to the use of specific techniques and tools and/or particular procedures in undertaking the research study in question”*. Another definition was given by Hallebone and Priest (2009:27) to methodology as a *“set of tactics and supporting steps that operationalise the chosen science and logic inquiry”*.

However, all the definitions that were highlighted above share common themes in that research methodology is a systematic scientific approach that is essential towards the

collection of data and turning it into reliable and valid information. The choice of methodology in this research is based on the nature of the research questions.

4.3 Research Objectives

The main aim of this study is to investigate the quality assessment of English language programmes at Tripoli University. In order to achieve the aims of this study, a number of key objectives are formulated:

1. To analyse the current problems that English language teachers are facing at Tripoli University.
2. To identify the factors that have contributed to the decline in standards of students studying English.
3. To assess the perceptions and views of staff and students about the English programme in terms of quality and delivery.
4. To examine the potential and future updating of University programmes and in particular English language in the light of regime change in Libya.

4.3.1 Research Questions

In order to achieve these objectives the study will address the following questions:

1. What are the current problems facing English language teachers/students at Tripoli University?
2. What are the factors that have contributed to the decline in standards of student studying English?

3. What are the perceptions and views of teaching staff and students about the quality of English language programme at Tripoli University?
4. What are the future directions and potential updating of university programmes in particular the English language in the light of regime change in Libya?

4.4 Research Paradigm and Philosophy

Research paradigm and philosophy is a significant part of research methodology in order to collect data in an effective and suitable manner (Williams, 2011). A number of studies (Saunders et al., 2009c and Ritchie and Lewis, 2003) have used different descriptions, categorisations and classifications of research paradigms and philosophies in relation to research methods with overlapping emphasis and meanings. The term paradigm is used interchangeably with the term research philosophy throughout the study.

According to Johnson and Christensen (2010b), a research paradigm is a perspective that is based on the set of shared assumptions, values, concepts and practices. It is the way the researcher thinks about the development of knowledge which is related to the nature of the world (Williams, 2011). According to Hallebone and Priest (2009:32) indicate that paradigm embodies *“a philosophy of science and logic of inquiry”*. *“It is a set of assumptions about the social world, and about what constitute proper techniques and topics for inquiring into that world”* (Punch, 2006a:31).

Easter by-Smith et al., (2002a) emphasise that there are three main reasons why one should understand a research philosophy: It can help to clarify research design, which design will work and will not, and to identify and even create designs that maybe outside his/her past experience. In other words the knowledge of philosophy can help

the researcher to recognise which design will work and which will not, in order to avoid going up blind alleys (Easterby-Smith et al., 2008b).

Research philosophies are concerned with the progression of scientific practice based on people's views and assumptions regarding knowledge, and its inherent nature (Collis and Hussey, 2009b). They also state that positivist paradigm has alternative terms such as Quantitative, Objectivist, Scientific, Experimentalist and Phenomenology paradigm, while, Qualitative, Subjectivist, Humanistic and Interpretivist are alternative terms for phenomenological paradigm (Easterby-Smith et al., 2008b; Saunders et al., 2007b). Therefore, the researcher will use the terms of positivism, quantitative, Interpretivism and qualitative. However, all philosophies are neither better nor worse than the other, but they are better in the way of suitability for the research question (Saunders et al., 2009c).

There are two major ways of thinking about research philosophy, which are ontology and epistemology. Each one of these ways of thinking about research philosophies entails important differences, influencing the way of thinking according to the research process (Saunders et al., 2009c).

Therefore, these two parameters which describe perceptions, beliefs, assumptions and the nature of reality and truth can also influence the way the research is undertaken, from the way it is designed to the conclusion (Flowers, 2009). So in this case the research has to take into consideration these two assumptions which support it which are ontology and epistemology.

4.4.1 Ontology

Ontology is defined as a theory of the nature of social entities (Bryman, 2004a). It aims to explore the nature of reality and relations being (Partington, 2002; Saunders et al., 2009c; Easterby-Smith et al., 2002a). Ontology is about the nature of world- what it consists of, what entities operate within it and how they interrelate to each other (Station-Rogers, 2006). Ontology can be regarded as the nature of a phenomenon and could be thought in terms of subjective-objective dimension (Bahari, 2010). It incorporates the questions that a researcher has about the way the world operates. Therefore, it is the study of what exists and the way a reality is conceived and perceived (Hallebone and Priest, 2009).

4.4.2 Epistemology

Epistemology is a theory of knowledge and is about what is considered as acceptable knowledge in a particular discipline (Bryman, 2004a). It assumes that knowledge needs to base on observations of external reality (Easterby-Smith et al., 2002a). Similarly Saunders et al. (2007b:102) note that *“an epistemology is a branch of philosophy that studies the nature of knowledge in the field of study.”* Epistemology assumptions can be regarded as a question of the ‘what’ with the ‘how’, in order to explore knowledge (Partington, 2002). The answer to question points the way to the acceptability of the knowledge developed from the research process (Easterby-Smith et al., 2002a).

According to Eriksson and Kovalainen (2008:14) state that:

...in epistemology there is an objectivist and subjectivist view. According to the objective view in epistemology, it is possible that there exists a world that is external and theory neutral. According to the subjective epistemological view, no access to the external world beyond our own observations and interpretations is possible.

Epistemology is generally understood as knowledge about knowledge and it is a philosophy of knowledge which assumes a separation between knowing and being. There are two epistemological assumptions that will be discussed in this chapter namely positivism and interpretivism.

Table 4. 1 The differences between positivist and interpretive research approaches (Weber,2004:iv)

Metatheoretical Assumptions About	Positivism	Interpretivism
Ontology	Person (researcher) and reality are separate	Person (researcher and reality are inseparable (life-world))
Epistemology	Objective reality exists beyond the human mind	Knowledge of the world is intentionally constituted through a person's lived experience.
Research Object	Research object has inherent qualities that exist independently of the researcher.	Research object is interpreted in light of meaning structure of person's (researcher's) lived experience.
Method	Statistics, content analysis	Hermeneutics, phenomenology, etc.
Theory of Truth	Correspondence theory of truth: one-to-one mapping between research statements and reality.	Truth as intentional fulfilment: interpretations of research object match lived experience of object.
Validity	Certainty: data truly measures reality.	Defensible knowledge claims.
Reliability	Replicability: research results can be reproduced	Interpretive awareness: researchers recognise and address implications of their subjectivity.

Therefore, in light of the objectives of this study, the paradigm that will be used predominantly positivism rather than interpretivism, based on the nature of the problem and the research objectives to be achieved.

4.5 Positivism

A positivist philosophy is based upon the highly structured methodology to enable generalization and quantifiable observations and to evaluate the results with the help

of statistical methods. It is commonly used in natural science as a philosophy of unchanging, universal law and the view of everything that occurs in nature (Saunders et al., 2003a). Positivism aims to explain reality, which exists in itself and has an objective character and the reality of the observed subject are independent of each other (Thietart et al., 2001). Moreover, Collis and Hussey (2009b) note that it proceeds from the belief that the study of human behaviour should be undertaken in the same way as studies in the natural sciences. Easterby-Smith et al. (2008b) describe positivism assuming that the social world exists externally, and that its properties can be measured through objective methods rather than being inferred subjectively through sensation, reflection or intuition. The positivists view is to test the theory and gather facts to allow hypothesis testing (Saunders et al. 2012d). However, positivism is also taken to entail the following principles which are stated by (Bryman, 2012b:28):

- *Only phenomena and hence knowledge confirmed by senses can genuinely be warranted as knowledge (the principle of phenomenism).*
- *The purpose of the theory is to generate hypotheses that can be tested and that will thereby allow explanations of laws to be assessed (the principle of deductivism).*
- *Knowledge is arrived at through the gathering of facts that provide the basis for laws (the principle of inductivism).*
- *Science must (and presumably can) be conducted in a way that is value free (that is, objective).*
- *There is a clear distinction between scientific statements and normative statements and a belief that the former are the true domain of the scientist. This*

last principle is implied by the first because the truth or otherwise of normative statements cannot be confirmed by senses.

According to Veal (2006) positivism is a frame work of research similar to the views and assumptions adopted by natural scientist, in which the researchers view the people and its behaviour as phenomena to be studied, using facts and observations as its strategy to explain the phenomena. Saunders et al., (2009c) also added that positivism views mostly prefer working in an observable social reality. The researcher with positivism views will only observe a phenomenon which is observable and will end up producing credible. It is stated by Fellows and Liu (2008) that positivism is mostly taken by physical and natural scientists. The positivist researcher is considered as an “*objective analyst and interpreter of a tangible social reality*” (Fellows and Liu, 2008:69). While Bryman (2012b:28) claims that positivism is “*an epistemological position that advocates the application of the method of the natural sciences to the study of social reality and beyond.*”

Furthermore, according to Payne (2004), positivism also favours:

- Regularity (true theories allow us to predict); measurement (only what we can observe and measure is of interest);
- Indifference to what is being observed (feelings must be excluded);
- Political conservatism (no room for beliefs and the value of judgements cannot be subjected to scientific test).

However, positivism is just one group of approaches to questions about the world, it focusses on how we experience the world, and how well the ideas we use to understand it express its actual nature (Williams, 2011). Positivism follows the

traditional scientific approaches to developing knowledge through research strategies, methods and interpreting results. The philosophy that will predominately underpin this study is the positivism paradigm, which focusses upon the use of questionnaires to gather large scale data to answer the questions set by the current study. As a result it will follow the deductive approach in which the key questions are assumed from academic research.

4.6 Interpretivism

According to Saunders et al., (2012d:142) interpretivism *“is the way we as human attempt to make sense of the world around us”*. Interpretivism is an *“epistemology that is necessary for the researcher to understand differences between humans in our role as social actions”* (Saunders et al., 2007b:106). Easterby-Smith et al. (2012c) name this philosophy as social constructionism, where the focus is on the way people make sense of the world and determine reality through sharing their experiences using language. Creswell (2003a), Collis and Hussey (2009b) state that phenomenology, which is another label for interpretivism, refers to the subjective aspects of human activity by focusing on the meaning rather than the measurement of social phenomena. This philosophy is also called the interpretivism approach (Creswell, 2003a). Therefore, different authors use different labels which lead to confusing inconsistent use of term.

According to Bryman (2012b:30) interpretivism:

Is a term that usually denotes an alternative to the positivist orthodoxy that has held sway for decades. It is predicated upon the view that a strategy is required that respects the differences between people and the objects of the natural sciences and therefore, requires the social scientist to grasp the subjective meaning of social action.

Bryman and Bell (2007) state that interpretivists believe that the study of the social world involves a different logic of research procedures, which reflects the distinctiveness of humans as against the natural order. In other words interpretivism is often associated with phenomenology, which is a philosophy that refers to the way in which how human make sense of the world around them and how the philosopher should set out perceptions in his or her grasp of that world (Saunders et al.,2007b; Bryman,2004a).

Positivism philosophy enables generalization to evaluate the results by statistical methods. While, interpretivism believes that there are many truths and meanings of a simple fact and they are suitable for every situation and for every research problem (Johnson and Christensen, 2010).

4.7 Realism

Realism is the view that objects have an existence independent of the knower (Cohen et al., 2007). The epistemological researcher of realism considers results of science as accurate, true, and faithful in all details (Easterby-Smith et al., 2002a). Realism philosophy is an important philosophy that is based on interdependency of human values and beliefs and the reality shown by the senses is the truth, independent of the human mind (Saunders et al., 2009c).

Realism also defines how individual react towards a real world situation (Johnson and Christensen, 2010). However, realism is quite similar to positivism, by considering a scientific approach for developing knowledge, based on collecting and understanding data (Saunders et al. 2009c).

4.8 Pragmatism

Pragmatism is the philosophy which considers the research question the most important factor, the research context and research consequences are driving forces determining the most appropriate methodological choice (Nastasi et al., 2007). Furthermore, *“pragmatists are not wedded to either positivism or interpretivism”* (Saunders et al., 2012d). Pragmatism allows to mix quantitative and qualitative methods and the exact choice will be contingent on the particular nature of the research (Saunders et al., 2012d).

However, the choice of the research methodology is influenced by the researchers' theoretical perspective and also his attitude towards the ways in which the data will be used. The philosophical position of pragmatism is that it allows more freedom of inquiry and does not restrict the research position (Gray, 2004; Silverman, 2004b).

4.9 Constructivism

Social constructionism which is sometimes called (constructivism) is a philosophy that does not argue *“that the physical world itself is the product of the imagination of the social scientist, rather, it is he/she who puts order to it”* (Della Porta and Keating, 2013:24). The knowledge is filtered through the theory which the researcher adopts or uses, therefore, the world is not there to be discussed by empirical research. In addition, knowing the reality is impossible; the focus should be on meaning through empathetic knowledge (Della Porta and Keating, 2013). Constructivism is a philosophy of learning that was found on the premise which reflects on people's experiences, and the way of understanding the world. It has become known as one of the greatest influences on the practice of education in the last twenty five years. Its roots are

attributed to the work of Jean Piaget. The theories of Piaget focus primarily on the development of the individual in learning and ignoring the socio-cultural context. Constructivists deal with how the conceptions of reality come into being. They are observers of reality which are formed in daily life or in science (Jones and Brader-Araje, 2002). According to Brooks and Brooks as cited in Ultanir (2012:169):

Constructivism is not a theory about teaching...it is a theory about learning...the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, non-objective.

Therefore, constructivism emphasises the role of language learning. It is the researcher's role to seek to understand the subjective reality of the learner to be able to understand their motives and emotions in a meaningful way. In addition, constructivism essentially invites the researcher to consider the ways in which social reality is constructed by individuals rather than something external to them and that totally constrains them (Saunders et al., 2012d; Bryman, 2012b). Furthermore, constructivism advocates inductive, rather than deductive reasoning (Janesick, 2003).

Table 4. 2 Comparisons of four research philosophies (Saunders et al., 2009c:119)

	Positivism	Realism	Interpretivism	Pragmatism
<i>Ontology: the researcher's view of the nature of reality or being</i>	External, objective and independent of social actors	Is objective. Exists independently of human thoughts and beliefs or knowledge of their existence (realist), but is interpreted through social conditioning (critical realist)	Socially constructed, subjective, may change, multiple	External, multiple, view chosen to best enable answering of research question
<i>Epistemology: the researcher's view regarding what constitutes acceptable knowledge</i>	Only observable phenomena can provide credible data, facts. Focus on causality and law like generalisations, reducing phenomena to simplest elements	Observable phenomena provide credible data, facts. Insufficient data means inaccuracies in sensations (direct realism). Alternatively, phenomena create sensations which are open to misinterpretation (critical realism). Focus on explaining within a context or contexts	Subjective meanings and social phenomena. Focus upon the details of situation, a reality behind these details, subjective meanings motivating actions	Either or both observable phenomena and subjective meanings can provide acceptable knowledge dependent upon the research question. Focus on practical applied research, integrating different perspectives to help interpret the data
<i>Axiology: the researcher's view of the role of values in research</i>	Research is undertaken in a value-free way, the researcher is independent of the data and maintains an objective stance	Research is value laden; the researcher is biased by world views, cultural experiences and upbringing. These will impact on the research	Research is value bound, the researcher is part of what is being researched, cannot be separated and so will be subjective	Values play a large role in interpreting results, the researcher adopting both objective and subjective points of view
<i>Data collection techniques most often used</i>	Highly structured, large samples, measurement, quantitative, but can use qualitative	Methods chosen must fit the subject matter, quantitative or qualitative	Small samples, in-depth investigations, qualitative	Mixed or multiple method designs, quantitative and qualitative

However, these are the different types of philosophies which are stated in respective literature, positivism, realism, interpretivism and pragmatism. They build the frame for further strategy approaches and decisions.

4.10 Justification for research Philosophy for this study

Research philosophies are chosen based on the nature of the problem, the research objectives, and the research questions. Creswell (2009b) suggests that research philosophies have fundamental assumptions and implications concerning how research should be carried out. Jankowicz (2000a) and Robson (2002) emphasize that there is no straightforward rule which obliges the researcher to choose one method for one investigation and another for another investigation. A positivist philosophy is based on objective reality using facts and figures, whereas interpretivist is subjective and knowledge is based on meaning and interpretation. The positivist philosophy is an objective view of reality and it analyses situations by "*identifying parts and interrelationships*" (Cameron and Price, 2009:34). According to Hallebone and Priest (2009:26) research philosophy refers to the "*explicit fundamental assumptions and frames of reference that underpin a way to conceive of and know about,*" the reality that is being researched. These can be labelled positivist and interpretivist, or also known as phenomenological as preferred by Collis and Hussey (2003a). The researcher who uses a positivist philosophy will use analytical and quantitative methods to collect the data. The reality exists whether it is observed or not and when viewed, data can be collected and interpreted using statistics, as this research is likely to be dominantly a positivist.

Due to the nature of the researcher's job as a staff member at Tripoli University, it is important to understand the behaviours and actions of students and lecturers. Saunders et al. (2009c) state that individuals are mainly influenced by their personal perspectives and interpretations of their environment, which have the impact on others which is the philosophy of interpretivism. This philosophy will help the

researcher to explain and explore why things happened, from the view of the insiders which are students and lecturers when evaluating the English language programme. A qualitative approach is used to interpret reality and the researcher's position is part of that reality. The choice of research philosophy is based on the research questions, objectives, the extent of the existing knowledge, time and other resources of data (Bryman and Bell, 2007). There is no research philosophy that is more superior or less inferior to any other philosophy.

4.11 Research Approach

The research questions, along with the objectives of the study, are considered crucial elements in the selection of the research approach. Oppenheim (2000) argues that choosing the best approach is a matter of appropriateness. There are two general approaches, namely inductive and deductive. The inductive approach begins with an observation of a specific instance and seeks to establish generalisations, whereas the deductive approach commences with generalization (Easterby-Smith et al. 2002a).

Saunders et al. (2009c) point out that there are two research approaches that are attached to the different research philosophies, "*deductive owes more to positivism and inductive to interpretivism*" Saunders et al. (2009c:124).

According to Hyde (2000), the inductive approach is a theory building process, starting with direct observation of specific instances and seeking to establish generalisations about phenomenon under investigation, while the deductive approach is a theory testing process which commences with an established theory or generalisation and seeks to establish , by observation, whether it applies to specific instances. Abduction

combines both deduction and induction and offers a “*plausible theory*” of how a situation can occur (Saunders et al., 2012d:147).

Bryman and Bell (2007) also point out that any kind of research is linked to theory and influences the collection and analysis of data. While another approach is to assume that theory occurs after the collection and analysis of project related data. However, there are two different approaches between theory and research that represent deductive and inductive theory. Creswell (2003a) and Patton (2002d) state that one of the key differences between these approaches lies in how existing literature and theory are used to guide the research. The deductive approach is designed to test a theory; by contrast, the inductive approach builds a theory as the research progresses.

In table 4.5 Saunders et al. (2009c) show the major differences between inductive and deductive approaches. A combination of deductive and inductive is not perfectly possible within the same piece of research, but often an advantageous approach (Saunders et al. 2007b).

4.11.1 Deductive Approach

Deductive involves the development of a theory which works to a rigorous test from the more general to the more specific (Saunders et al., 2009c). It is a theory that represents the most popular approach in terms of nature between research and theory (Bryman and Bell, 2007). The deductive approach is often related to positivism (Fellows and Liu, 2008; Saunders et al., 2009c). It uses the development and testing of a theory but has a tendency to construct an inflexible methodology (Saunders et al., 2012d).

Robinson (2003) lists five sequential stages through which deductive research will progress as cited in Saunders et al. (2009c). The five-stage process involves the following steps:

- Deducing a hypothesis from the theory.
- Expressing the hypothesis in operational terms, which propose a relationship between two specific concepts or variables.
- Testing this operational hypothesis
- Examining the specific outcomes of the enquiry.
- If necessary, modifying the theory in the light of the findings.

4.11.2 Inductive Approach

The inductive approach assumes that theory is developed after collecting data (Saunders et al., 2009c). It is also based on the observations of research projects that are predicted to create generalizable inferences (Bryman and Bell, 2007). Induction is more concerned with the context of the situation and the way humans interpret the social world. Collis and Hussey (2003a:15) note that in an inductive study "*theory is developed from observation of empirical reality*". Walliman (2001a) points out that generalization can be created only if the following conditions are given and respected in the inductive approach:

- Observation statements must be given by a large number.
- Observations have to be repeated under a large number of conditions and circumstances.
- The derived generalization cannot be contradicted by any observation statement.

Table 4. 3: Major differences between deductive and inductive approaches to research. Adapted from Saunders et al. (2009c:127)

Deduction emphasises	Induction emphasises
<ul style="list-style-type: none"> • scientific principles • moving from theory to data • the need to explain causal relationships between variables • the collection of quantitative data • the application of controls to ensure validity of data • the operationalisation of concepts to ensure clarity of definition • a highly structured approach • researcher independence of what is being researched • the necessity to select samples of sufficient size in order to generalise conclusions 	<ul style="list-style-type: none"> • gaining an understanding of the meanings humans attach to events • a close understanding of the research context • the collection of qualitative data • a more flexible structure to permit changes of research emphasis as the research progresses • a realisation that the researcher is part of the research process • less concern with the need to generalise

Therefore, the inductive approach depends on the researcher’s inner mind and feelings (Collis and Hussey, 2003a).

4.12 Research Methods

This study will use mixed methods approach which is a procedure for collecting, analysing and “mixing” both quantitative and qualitative data in a single study to evaluate the English language programme at Tripoli University as *“in language programme evaluation both quantitative and qualitative approaches to collecting information are needed, because they serve different purposes and can be used to complete each other”* Richards (2001a:297). The most important thing in programme evaluation is to end up with useful, reliable results, no matter which method or combination of methods are used (Kiely and Rea-Dickens, 2008; Patton, 2008f). As a researcher and staff member at Tripoli University, the primary goal is to use the data to both improve the quality of the English programme and to achieve the research objectives of this study. *“Programme evaluation is a challenging and complex process for which data should be collected in-depth”*(Arseven and Arseven, 2014:418). Over the

past fifteen years, mixed methods research has been increasingly seen as a third approach in research methodology (Dornyei, 2011c). Large numbers of recent evaluation studies on a variety of programmes have included the use of mixed methods (Berry et al., 2009). Furthermore, mixing methods in social research and programme evaluation has a long and in many respects unremarkable history. Mixing methods was simply regarded as the proper way to do research (Torrance, 2012). Many authors such as Silverman (2000a); Sekaran (2003); Collis and Hussey (2009b) encourage researchers to use more than one method and recognize the value of using multiple methods for the corroboration of findings and to improve the validity of data. Such a multi methods approach helps the researcher to overcome the possibility of bias associated with any single method.

4.13 Data Collection Methods

There are two different methods on how to collect primary data as stated by (Easterby-Smith et al., 2002a; Saunders et al., 2009c; Bryman and Bell, 2007).

- Quantitative data collection methods.
- Qualitative data collection methods.

Each data collection method is different in respect of research philosophy, and execution (Easterby-Smith et al., 2002a). Quantitative and qualitative methods can yield valuable information in any evaluation. They can serve different purposes and at the same time complete each other. In addition, ignoring either type of information could be pointless and self-defeating (Brown, 1995c; Richards, 2001a).

Saunders, et al., (2012d:168) state that *“the priority or weight given to either quantitative or qualitative research may vary, so that one methodology has a dominate role, while the other plays a supporting role, depending on the purpose of the research project.”*

4.13.1 Quantitative Method

The primary data collection instrument for gathering data in this study will be a questionnaire which is very common in programme evaluation.

In addition the philosophy which underpins the use of quantitative research is that of positivism (Kumar, 2005b). Quantitative research as defined by Creswell (2009b:4):

Is a means for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures.

However, quantitative research generates statistics through the use of large-scale survey using methods such as questionnaires. This type of method reaches many participants which is much quicker and easier than qualitative research (Dawson, 2002a). An advantage to this method is that the data can be validated using statistics. It can be used to measure the occurrence of various views and can be followed up by qualitative research to explore some findings further. In general, Richards and Schmidt (2002:436) state that quantitative research *“uses procedures that gather data in numerical form... It aims at casual explanation of phenomena through the identification of variables which can be made the basis of experimental investigation.”*

Bryman and Bell (2007) state that the quantitative research and its collection is characterized by a deductive approach in terms of theory and research, the principles

and values of natural scientific model of positivism, and the point of view that social reality is external and objective.

According to Payne and Payne (2004) almost all forms of quantitative research share certain features:

- The main concern is to describe and account for regularities in social behaviour;
- Explanations are expressed as associations between variables, ideally in a form that enables prediction of outcomes from known regularities.
- Patterns of behaviour can be separated out into variables, and represented by numbers.
- They explore social phenomena by introducing stimuli like survey questions, collecting data by systematic, repeated and controlled measurements.
- They are based on the assumption that social processes exist outside of individual actors' comprehension, constraining individual actions, and accessible to researchers by virtue of their prior theoretical and empirical knowledge.

However, before attempting any form of quantitative data analysis, it is important to be clear about the kind of data involved (Easterby-Smith et al. 2008b) which are: Nominal implies no more than a labelling of different categories. Ordinal data, response to question that after range of answers. Interval data which means classification when the interval is clear. Therefore, this study will adopt the quantitative method which deals with numbers and the data can easily be quantified.

4.13.2. Questionnaire as a means of data collection

The main data collection technique that will be used in this research study is a questionnaire to gauge the students' perceptions on different aspects of the English

language programme at Tripoli University. According to Dornyei (2003b) questionnaires, are widely used in English language teaching and known for their efficiency in collecting information to a dead-line and being able to process them easily. They are a popular way of conducting research, but they must be chosen for the right reason to address the research problem (Greener, 2011).

One advantage of a questionnaire is that it facilitates the collection of data in a pre-arranged form which can be easily analysed (Kumar, 2005b; Nunan, 2006b). It is also important that the wording of each question enables all participants to interpret each question accurately (Boyton, 2005). Questionnaire items can be either closed or open ended. A closed questionnaire is one that the range of possible responses is determined by the researcher while, the open ended is the one in which the subject can decide what to say and how to say it (Nunan, 2006b). The use of a questionnaire makes it possible to standardise information which helps in the interpretation of the results. Greener (2011:53) claims that *“questionnaires are deceptive in that they can be designed quickly, but are just about impossible to get perfect.”*

Jankowicz (2000a:222) states that:

Questionnaires are particularly useful when you want to contact relatively large numbers of people to obtain data on the same issue or issues often by posing the same questions to all.

Therefore, each person is asked to respond to the same set of questions in a predetermined order. A questionnaire is one of the most widely used data collection techniques within the survey strategy. It provides an efficient way of collecting responses from a large sample prior to quantitative analysis (Saunders et al., 2009c). Coleman and Briggs (2004) insist that clear language and direct questions alone are not

enough to produce useful information, a good frame work is also needed to give further meaning to the question. While, Rowley (2012:261) states that *“the big advantage of questionnaires is that it is easier to get responses from a large number of people and the data gathered may therefore be seen to generate findings that are more generalizable.”* Questionnaires can yield three types of data about respondents as Dornyei (2011c:102) lists them:

- *Factual questions: which are used to find out certain facts about the respondents such as demographic characteristics.*
- *Behavioural questions: which are used to find out what the respondents are doing or have done in the past.*
- *Attitudinal questions: which are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values.*

The value of the questionnaire is that it enables programme and curriculum providers to distinguish a point of view from purely individual reactions and opinions. However, the evaluation of the English programme at Tripoli University by gauging students' opinions and analysing them is relatively a new issue in the Libyan context. Where students and people in general are not used to give their views, and there is not really sufficient academic research containing this issue in the English teaching field in Libya and in particular at Tripoli University. In other words, evaluation can be considered as systematic work that includes the collection and analysis of necessary data to improve and asses a teaching programme through a comprehensive research study. The evaluation of the English programme by adopting this method, it may indirectly help to find solutions of students' language problems by putting suggestions into practice. The questionnaire was designed to investigate the students' perceptions on the English language and to what extent has the English programme at Tripoli University been effective in meeting their needs. The first part of the questionnaire is designed to

develop a profile of the respondents. Students are asked about their age, sex and level of study. As the information gathered from the questionnaire is used to address the research questions, it is crucial to make them easy to answer for respondents as they may not be used to filling in questionnaire, as a result the whole experience could be overwhelming. The five point Likert scale will be used in the questionnaire. The Likert scale has been chosen because it is the most commonly used, easy to construct and each statement is equally important, which is the main assumption of this scale (Kumar, 2014d). The scale has also been selected to provide the empirical data found to be limited in the current literature. It has been also utilised based upon the findings of the pilot study. Significantly like most studies, there were criteria applied to assess the validities of the questionnaires, among them is to discard the questionnaire with major missing values particularly if the entire construct has been missed. Equally important, if the respondent answered all the questions in the same manner, for instance, to select the neutral category as an answer for all questions, in this case the pertinent questionnaire will be eliminated. Finally, the question would be removed if the respondent has chosen more than one answer for the same question especially when the answers are varied, providing that it has been repeated in the same questionnaire.

As shown in Table (4.4), this study has gathered data from the respondents by distributing four hundred and seventy questionnaires to students from the English department, three hundred and twelve questionnaires were returned which is significantly close to the desired number specified by Yamene's formula. Furthermore, there were twelve discarded questionnaires that have been eliminated by utilizing the aforementioned criteria. To ensure that respondents feel confident answering the questionnaire as indicated by (Henning et al. 2004) instruction regarding the necessity

of obtaining permission and access, the researcher provides a permission letter from the University, explaining that the collection of data will be used for academic purposes and for this research study only. In order to minimise bias, firstly the questionnaires were not self-administered. The questionnaires were handed to the researcher's colleagues to distribute and then collect. The researcher also did not want to influence the students' answers. In fact the researcher tried to be neutral. In addition, to help minimize bias: language should be clear, check for inherent bias framing a question properly is key.

The questionnaire was formulated with due care using open-ended questions before closed questions on the same subject. The use of multi-methods approach helps the researcher to overcome the possibility of bias associated with any single method.

Table 4. 4: The number of questionnaires distributed and returned

Questionnaires	Numbers of questionnaires
Questionnaire distributed	470
Questionnaires fully completed	312
Questionnaires discarded not valid	12
Valid questionnaires	300

4.13.3 Data analysis from the questionnaire

In order to understand the data that is collected, it needs to be processed, analysed and interpreted (Bryman and Bell, 2007). The data that is collected from the questionnaire will be coded using SPSS (Statistical Package for the Social Sciences) which is widely used to analyse data in quantitative research. To achieve the research

objectives for the current study and answer the research questions, the researcher will employ four analysis techniques to analyse the data: descriptive statistics, the independent *t*-test, one way Anova and Pearson Correlation. The descriptive analysis of the results will provide the frequency and percentages from the data collected. There are two main ways in which a distribution can deviate from normal, lack of symmetry (skew) and pointiness (kurtosis) (Field, 2005a).

Skewed distributions are not symmetrical and they could be either positively skewed, which means the scores clustered to the left or negatively skewed, which indicates a clustering of scores at the right high end. On the other hand, Kurtosis, refers to the degree to which scores cluster at the ends of the distribution. Therefore, in a normal distribution the values of skew and kurtosis are 0. There are different types of *t*-tests available in SPSS. The one that is used in this study is an independent sample *t*-test which is *“used when you want to compare the mean score, on some continuous variable, for two different groups of participants”* (Pallant, 2011:239). In addition, this test shows significant differences. If the value in the Sig. (2-tailed) column is equal or less than .05 this means that there is a significant difference in the mean score on the dependent variables for each of the two groups. On the other hand, if the value is above .05 than there is no significant difference between the groups (Pallant, 2011). The one-way Anova test is run to investigate the third objective concerning the factors that have contributed to the decline in standards of students studying English. In order to answer this objective the one-way Anova was conducted with Duncan’s Post Hoc test which is used to split the groups into homogeneous subsets. The Pearson correlation was used to test correlation between similar questions to determine

whether a positive or negative relationship existed. A positive correlation indicates that as one variable increases, so does the other.

4.13.4 Validity and reliability of questionnaire

The definition of validity is a situation where the findings of the research are in accordance with what is designed to be found out. In other words, it is the degree to which the researcher has measured what he/she set out to measure (Kumar, 2011c). Therefore, validity is concerned with two main issues: whether the instruments used for measurement are accurate and whether they are actually measuring what they want to measure. There are two different dimensions to the concept of validity that are internal and external validity. Internal validity ensures that the researcher investigates what he/she claims to be investigating, while on the other hand, external validity is concerned with the extent to which the research findings can be generalised to a wider population (Winter, 2000).

Bryman and Bell (2007) identify three types of validity which are: face and content, concurrent and predictive, and construct validity. With face and content validity each question on the questionnaire needs to have a logical link with the research objectives and cover the full range of issues being investigated. Predictive validity, however, judges the degree to which an instrument can forecast an outcome, whereas concurrent validity looks at how well an instrument compares with second assessment concurrently done. Finally, construct validity is a technique based upon statistical procedures and therefore is determined by determining the contribution of each construct to the total variance observed in a phenomenon.

Therefore, face validity is maintained by constructing questions relevant to the study, while *“construct validity includes the definition of variables in line with existing literature or theory and differentiates between respondents who possess the trait and those without the trait”* (Burns and Grove, 2001:232). Content validity is the tool of evaluation which is used to ensure that all of components of the variables to be measured in a study are included in the questionnaire and interview without neglecting important components and is established through the judgement of the external experts (Creswell and Clark, 2011c). So in this case to meet this criterion, the researcher reviewed relevant literature before developing the instrument and ensured that all the necessary variables are included. The questionnaire has been reviewed by the supervisor to ensure that the questionnaire that is used in this research will measure what it is supposed to. Also it has been allocated to a panel of experts from LJM University as well as other academics in Libya who have a clear view about the Libyan context. According to content validity the concepts that have been used in the questionnaire, have been verified by experts in order to ensure that the concepts will reflect the proper and meaning intended by the researcher. Considering that the instrument (questionnaire) used in this research has had a satisfactory reliability measure of the Cronbach’s Alpha which is .841, means that the questionnaire used in this research can be regarded as a valid instrument.

4. 13.5 Reliability

Reliability is the degree of consistency with which the data-collection instrument produces the same results every time it is used by different investigators. The data-collection instrument should be accurate and stable to reflect true scores of the

attributes under investigation and minimize error (Burns and Grove, 2001; Polit and Beck, 2006).

Joppe (2000:1) defines reliability as:

...The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

According to Kumar (2005b) in social science it is impossible to have a research tool which is one hundred percent due to it being impossible to control certain factors such as ambiguity of the questions which are used in the questionnaire or the attitude of the respondents which can be vital to the research.

However, Patton (2002d) states validity and reliability are two factors which any qualitative research should take into consideration while designing a study, analysing results and judging the quality of the study. Weir (2005) claims that reliability is the degree to which the collection of data methods would give results that are consistent. Reliability indicates the ability to produce consistent measurements each time (Kumar, 2011c). Kumar (2011c:181) also states that:

Reliability is the degree of accuracy or precision in the measurements made by a research instrument. The lower the degree of error in an instrument the higher the reliability.

Everitt (2002:321) defines reliability as “the extent to which the same measurements of individuals obtained under different conditions yield similar results.” The reliability of a scale indicates how free it is from random error. Another aspect of reliability that can be used is internal consistency. This is a degree where all the items that make up the scale are all measuring the same underlying attribute (Pallant, 2011).

Throughout this study, the researcher intends to use both methods which are quantitative and qualitative to measure the quality assessment of English language programmes at Tripoli University to ensure the validity and reliability of the research.

4.14 Qualitative Methods

Qualitative research is defined by Creswell (2009b:4) *“as a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem.”*

Bryman (2012b:380) also defines qualitative research as *“a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. As a research it is broadly inductivist, constructionist, and interpretivist, but qualitative researchers do not always subscribe with words rather than numbers.”*

According to Kumar (2014d: 132-133) the main focus in qualitative research is *“to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experience of a group of people.”*

The qualitative data collection method is formed by emphasising words instead of collecting data in a quantifiable and measurable way (Bryman and Bell, 2007; Bryman, 2012b) but three further features were particularly significant as stated by Bryman (2012b:380):

- *An inductive view of the relationship between theory and research, whereby the former is generated out of the latter.*
- *An epistemological position described as interpretivist, meaning that, in contrast to the adoption of a natural scientific model in quantitative research, the stress*

is on understanding of the social world through an examination of the interpretation of that world by its participants; and

- *An ontological position described as constructionist, which implies that social properties are outcomes of the interactions between individuals rather than phenomena.*

Qualitative methods are commonly used in evaluations in order to discover specific facts of programmes and to give voice to participants' experiences (Caudle, 2004). Qualitative research allows the evaluator to examine the research setting and context. *"This type of research attempts to study the participants and their performances in their natural milieu"* (Zohrabi, 2012:133). *"The aim of qualitative research is to help us understand social phenomena in a natural setting through the analysis of the meaning, experiences, attitudes and views of participants"* (Meadows, 2003:469). Qualitative research was explained by Blaxter et al. (2006:64) as a process which is concerned with collecting and analysing the information in many forms in a non- numerical way. It also focuses on exploring, in as much detail as possible, in order to achieve depth rather than breadth.

The characteristics of qualitative methods as Bryman and Bell (2007) claim are: an inductive approach in terms of theory and research, emphasis on how social actors interpret the world in which they live and the consideration of social reality as constantly shifting, due to the individuals' own creation. Qualitative research enables an understanding of underlying reasons. It may also uncover prevalent trends in thought and opinion. The focus of qualitative research can be a broad measure of phenomena whereas; quantitative can be more narrower and testing specific hypotheses (Johnson and Christensen, 2008; Lichtman, 2006). However, one advantage

of qualitative research is that it can explain to the researcher why the object being observed is a reality, and can give the opportunity to arrive at some themes or patterns by using open questions. It can also bring greater understanding of phenomena because of the probing to find reasons for the situation. Golicic and Davis (2012:731) support this notion by declaring that *“The qualitative approach provides researchers with access to deeper levels of understanding of new or complex phenomena by yielding a high level of detail.”* Brady and Collier (2004) argue that qualitative methods can tackle questions that quantitative methods cannot encompass. Qualitative research is innovative as well as developing and is concerned with personalities and their perceptions rather than with numbers and figures which are rational and out of context (Zohrabi, 2012).

4.14.1 Semi-Structured interviews as a means of data collection

Interviews are generally used in conducting qualitative research, where the researcher is interested in collecting facts, or to gain insights into or to understand opinions, attitudes and experiences (Rowley, 2012). Semi-structured interview is a term that *“covers a wide range of instances. It typically refers to a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of questions.”* (Bryman, 2012b:212).

Corbetta (2003:270) explains semi-structured interviews as *“The order in which the various topics are dealt with and the wording of the questions are left to the interviewer’s discretion.”* Whereas the interviewer is free to conduct the conversation in a way he/she thinks it fits to the interview, by asking questions and using suitable

words to give the best explanation and ask for clarification if the answer to the question is not clear.

There are many reasons to use interviews for collecting data and using it as a research method. Because of its flexibility, the semi-structured interview has been used by many researchers, particularly those working within an interpretive research tradition (Nunan, 2006b).

Gray (2004:214) states the following reasons which are:

- *There is a need to attain highly personalized data.*
- *There are opportunities required for probing.*
- *A good return rate is important.*
- *Respondents are not fluent in the native language of the country or where they have difficulties with written language.*

The most common type of interviews is the semi-structured interview (Rowley, 2012) which this study aims to adopt because it allows the researcher to probe or ask more detailed questions and not adhere only to interview guide. Also the researcher is able to explain or rephrase the question if they are unclear to the respondents. *“The semi-structured or qualitative interview is ideally suited to examining topics in which different levels of meaning need to be explored. This is something that is very difficult to do with quantitative methods”* (Cassel and Symon, 2012).

Patton (2002d:243) recommends to:

...explore, probe, and ask questions that will elucidate and illuminate that particular subject... to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that has been predetermined.

However, the questions that are used in a semi-structured interview are more general in their frame of references from that typically found in a structured interview schedule. The interviewee has the opportunity to ask further questions in response to what are seen as significant replies (Bryman, 2012b). In addition semi-structured interviews are the best choice in situations where the interviewee has only one chance to interview someone (Bernard, 2000). An interview also provides quality data about what people are doing or thinking about a phenomenon (Polit and Beck, 2006:241). In summary, interviews are useful when:

- *The research objectives centre on understanding experiences, opinions, attitudes, values, and processes.*
- *There is insufficient known about the subject to be able to draft a questionnaire.*
- *The potential interviewees might be more receptive to an interview than other data gathering approaches (Rowley, 2012:162).*

The interviews that were completed at Tripoli University were semi-structured and were conducted face to face. The questions were stimulated from the literature on how they felt about the English language programme at Tripoli University, how they handled situations regarding national policies, teaching and support from the institution.

There are many formats for analysis such as: Thematic analysis, Comparative analysis, Content analysis, and Discourse analysis (Dawson, 2009b). In order to analyse the interviews for this research content analysis has been chosen which is a *“method where the researcher systematically works through each transcript assigning codes, which may numbers or words, to specific characteristics within the text”* (Dawson, 2009b: 122). So in this case the first step in content analysis is to conceptualize the

data, then group them into meaningful categories, and then identify them into themes to explain the data.

4.15 Qualitative versus Quantitative Research Methods

It is important to stress the advantages and disadvantages of the qualitative and quantitative approaches in the research, these research methods have different strengths and weaknesses (Young, 2007) as illustrated in Table (4.8). When several methods are used in the research process, the researcher can use the strengths of each data collection method and minimise the weak points, which can increase the validity and accuracy of the information obtained (Weber, 2004). Bryman (2012b:35) indicates that *“for many writers, quantitative and qualitative research differs with respect to their epistemological foundations and in other respects too.”* However, both qualitative and quantitative approaches have their strengths and weaknesses, and advantages and disadvantages and neither one is markedly superior to the other in all aspects (Kumar, 2005b). However, a study could employ more than one data collection method producing quantitative data and qualitative data (Robson, 2002).

Table 4. 5: Qualitative versus Quantitative Research Methods (Young, 2007: 10)

	Qualitative Methods	Quantitative Methods
Basic beliefs about the nature of reality	<ul style="list-style-type: none"> There are multiple realities; reality is not purely objective, and does not exist independent of the people who interpret it 	<ul style="list-style-type: none"> There is one objective reality that is not dependent on human interpretation
Main paradigms	<ul style="list-style-type: none"> Interpretivism 	<ul style="list-style-type: none"> Positivism
Common research methods	<ul style="list-style-type: none"> Grounded theory Action research Ethnography Case study 	<ul style="list-style-type: none"> Experiment Survey
Quality assurance	<ul style="list-style-type: none"> Construct validity, confirmability, internal validity/credibility, external validity/transferability, reliability/dependability Sampling: purposeful 	<ul style="list-style-type: none"> Reliability: internal and external Validity: construct, context Sampling: random and deliberate
Key differentiating characteristics	<ul style="list-style-type: none"> Primarily inductive process used to formulate theory 	<ul style="list-style-type: none"> Primarily deductive process used to test pre-specified concepts, constructs, and hypotheses
	<ul style="list-style-type: none"> More subjective: describes a problem or condition from the point of view of those experiencing it 	<ul style="list-style-type: none"> More objective: provides observed effects (interpreted by researchers) of a problem or condition
	<ul style="list-style-type: none"> Text-based 	<ul style="list-style-type: none"> Number-based
	<ul style="list-style-type: none"> In-depth information on a few cases 	<ul style="list-style-type: none"> Less in-depth but more breadth of information across a large number of cases
	<ul style="list-style-type: none"> Unstructured or semi-structured response options 	<ul style="list-style-type: none"> Fixed response options
	<ul style="list-style-type: none"> No statistical tests 	<ul style="list-style-type: none"> Statistical tests used for analysis
	<ul style="list-style-type: none"> Can be valid and reliable: largely depends on skill and rigour of the researcher 	<ul style="list-style-type: none"> Can be valid and reliable: largely depends on the measurement device or instrument used
	<ul style="list-style-type: none"> Less generalizable 	<ul style="list-style-type: none"> More generalizable

Table 4.5 illustrates the differences between qualitative and quantitative research methods indicating the basic beliefs about the nature of reality, common research methods, main paradigms, quality assurance, and different characteristics between the two methods according to Young (2007).

4.15.1 Contrasts between quantitative and qualitative research

Many researchers have explored the differences between quantitative and qualitative research (Bryman, 2012b). Some of these contrasts have been highlighted by Hardy and Bryman (2004a) as cited in Bryman (2012b:408) which are:

- Numbers vs. words: Quantitative researches are often portrayed with measurements procedures to social life, while qualitative researchers use words in the presentation of analysis of society.
- Point of view of researcher vs. point of view of participants. In quantitative research, the set of concerns that he or she brings to an investigation structures the investigation. In qualitative research, the perspective of what is being studied is what they see as important and significant provides the point of orientation.
- Research is distant vs. Research is close. The dimension is to do with relationship between researchers and their research participants.
- Theory and concepts tested in research vs. Theory and concepts emergent from data. Quantitative researchers bring a set of concepts to bear on the instruments being employed, so that theoretical work precedes the collection of data, while in qualitative research concepts and theoretical work emerge out of data collection.
- Structured vs. Unstructured. Quantitative research is highly structured, while in qualitative research the approach is invariably unstructured.

- Behaviour vs. Meaning. Quantitative research is concerned with people's behaviour, while the qualitative research is concerned with the meaning of action.
- Generalisation vs. Contextual understanding. Quantitative researchers want their findings to be generalizable to the relevant population, whereas the qualitative research seeks an understanding of behaviour, values and beliefs of the context in which the research is conducted.

4.15.2 Similarities between quantitative and qualitative research

Hardy and Bryman (2004) as cited in Bryman (2011b:409) have pointed out the similarities between quantitative and qualitative research which are:

- Both are concerned with data collection.
- Both are concerned with answering research questions.
- Both are concerned with relating data analysis to the research literature.
- Both are concerned with variation.
- Both treat frequency as a springboard for analysis.
- Both seek to ensure that deliberate distortion does not occur.
- Both argue for the importance of transparency.
- Research methods should be appropriate to the research questions. Both groups of researchers seek to ensure that, when they specify research questions, they select research methods and approaches to the analysis of data that are appropriate to those questions (Bryman, 2012b:410).

However, these are the general points of similarities between quantitative and qualitative research.

4.16 Mixed Methods

Mixed methods, as described by Creswell and Plano Clark (2007b), include philosophical assumptions that guide such things as data collection and analysis. It also combines paradigm, allowing investigation from both the inductive and deductive perspectives, and consequently enabling researchers to combine theory generation and hypothesis testing within a single study (Jogulu and Pansiri, 2011). A definition of mixed methods can be summarised as Creswell (2003a:212) define mixed methods as the *“... collection and analysis of both qualitative and quantitative data in a single study in which the data are collected concurrently or sequentially which involves the integration of data at one or more stages in the process of research.”*

This definition of mixed methods demands a link between philosophical ideas and methodology to direct decisions about what questions to ask, data interpretation, and the credibility of evidence (Lipscomb, 2008). Golicic and Davis (2012:728) define mixed methods in contrast to multiple methods and triangulation studies by clarifying *“... mixed methods research requires integration across qualitative and quantitative approaches, whereas multiple methods and triangulation also include within-method research design, (e.g. observation and interviews; surveys and experiments).”* The combination of quantitative and qualitative methods in the same study helps understand more comprehensively the phenomenon under analysis and to increase the validity of the research or evaluation process (Olsen, 2004; Teddlie and Tashakkori, 2003). It also allows the researcher to mix or combine research techniques, methods, approaches concepts or language into a single study (Johnson and Onwuegbuzie, 2004). *“The use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone”* (Creswell, 2003a:5).

As a result of the growing popularity of mixed method research, Dornyei (2011c:45) points out several arguments that have been put forward for the value of mixing methods:

- *Increasing the strengths while eliminating the weaknesses. The potential that the strengths of one mixed method can be utilized to overcome the weaknesses of another method used in the study.*
- *Multi-level analysis of complex issues. Words can be used to add meaning to numbers and numbers can be used to add precision to words.*
- *Improved validity. Mixed methods research has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings.*
- *Research multiple audiences. By combining both qualitative and quantitative methods is that the final results are usually acceptable for a larger audience than those of a monomethod study would be.*

4.17 Justification for the choice of Mixed Methods

The data collection method is selected and is influenced by the nature of the problem. Mixed Methods is a general kind of research that includes quantitative and qualitative research data, techniques and methods (Boynton, 2005). Saunders, et al. (2007b) point out that when conducting research it is important to use a mixed method for detailed research, because the use of a mixed method research helps to research a process or a problem from all sides and to focus on a single process that confirms the data accuracy. Bryman (2012b:37) indicates that *“mixed method is widely used nowadays to refer to research that combines methods associated with both quantitative and qualitative*

research.” This research method also reduces the possibility of missing any available data. Many writers argue that both can be combined within an overall research study (Bryman, 2012b). Johnson and Onwuegbuzie (2004) support the use of mixed methods based on the assumption that there is not one set of methods that is appropriate, the criteria for choosing methods include what method fits with the evaluation questions. They also emphasise that a researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study. Lou and Dappen (2004) have argued that a mixed-method approach is needed in educational settings as educational problems are complex and inflexible and require multiple ways of understanding. According to Bamberger (2012:1):

Mixed methods (MM) evaluations seek to integrate social science disciplines with predominantly quantitative (QUANT) and predominantly qualitative (QUAL) approaches to theory, data collection, data analysis and interpretation. The purpose is to strengthen the reliability of data, validity of the findings and recommendations, and to broaden and deepen our understanding of the process through which program outcomes and impacts are achieved, and how these are affected by the context within which the program is implemented. While mixed methods are now widely used in program evaluation, many evaluators do not utilize the full potential of the MM approach.

The goal of mixed methods research is not to replace one approach instead of another, but instead to draw from the strengths and minimize the weaknesses of both in single research studies (Johnson and Onwuegbuzie, 2004). *“It is an expansive and creative form of research, not a limiting form of research”*. It is also *“an attempt to legitimate the use of multiple approaches in answering research questions rather than restricting or constructing researchers’ choices”* (Johnson and Onwuegbuzie, 2004:17). There are five main reasons for using the mixed method approach which are stated by Greene (2005b:255-56) as cited in Bamberger (2012):

- Triangulation of evaluation findings: enhance the validity or credibility of evaluation findings by comparing information obtained from different methods of data collection.
- Development: using results of one method to help the sample or instrumentation for another.
- Complementarity: extending the comprehensiveness of evaluation findings through results from different methods that broaden and deepen the understanding reached.
- Initiation: generating new sights into evaluation findings through results from the different methods that diverge and thus call for reconciliation through future analysis, reframing or a shift in perspective.
- Value diversity: incorporating a wider diversity of values through the use of different methods that themselves advance difference values. This encourages greater consciousness about the value dimensions of the evaluation.

Greene (2005b:255) reports *“What distinguishes mixed-method evaluation is the intentional or planned use of diverse methods for particular mixed-method purposes using particular mixed-method designs.”* Mixed methods have progressively become generalised in the evaluation domain, with a tendency to a more systematic use since the late 1980s. Mixed- methods *“encourage the use of multiple world-views and are a practical and natural approach to research”* (Creswell and Clark, 2006a:18). *“Large numbers of recent evaluation studies on a variety of programmes have included the use of mixed methods”* (Costa, et al. 2013:1). It is clear that mixed-method research is being used in all strands of applied linguistics, including language teaching and learning (Riazi and Candlin, 2014).

Therefore, due to the strengths of this method this study will use this method for data collection within the proposed study. Quantitative, qualitative, and mixed research are all superior under different circumstances and it is the researcher's job to find out the specific contingencies and make the suitable decision about which research approach, or which combination of approaches, should be used in a specific study. The mixed-method approach aims to bridge the poles of positivism and constructivism (Johnson and Onwuegbuzie, 2004). The researcher aims to benefit from the strength of each method to obtain a wide variety of data as well as gaining an in-depth understanding of the subject. The rationale underpinning the mixed methods approach is primarily based upon two beliefs (Kumar, 2014d:25) states that the first "*relates to the ability of methods of a paradigm to provide accurate answers to all research questions in all situations.*" and the second belief relates to "*the use of more than one method in most situations will provide a better and more complete picture of a situation than a single method alone.*" Therefore, the heavy reliance on quantitative research methods in this study comes from an awareness of what is important in answering the proposed research questions. The first method chosen consisted of a survey questionnaire aimed at the students enabling an assessment of the level of satisfaction and general feelings towards the English language programme. The second method was to carry out further semi-structured interviews with the lecturers to enable deeper understanding of any issues that rise from the initial questionnaire which will add more meaning to the questionnaire findings. In addition, the questions were informed by the literature and out of the developments from the findings.

Table 4. 6: Strengths and Weaknesses of Mixed Research Adapted from Johnson and Onwuegbuzie (2004:21)

Strengths

- Words, pictures, and narrative can be used to add meaning to numbers.
- Numbers can be used to add precision to words, pictures, and narrative.
- Can provide quantitative and qualitative research strengths.
- Research can generate and test a ground theory
- Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach.
- A researcher can use the strengths of an additional method to overcome the weaknesses in another method using both in a research study.
- Can provide stronger evidence for a conclusion through convergence and corroboration of findings.
- Can add insights and understanding that might be missed when only a single method is used.
- Can be used to increase the generalizability of the results.
- Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice.

Weaknesses

- Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team.
 - Researcher has to learn about multiple methods and approaches and understand how to mix them appropriately.
 - Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm.
 - More expensive.
 - Some of the details of mixed research remain to be worked out fully by research methodologists (e.g., problems of paradigm mixing how to qualitatively analyze quantitative data, how to interpret conflicting results).
-

Mixed-method research can make it possible to benefit from the best of each component and take advantage of each method's strong points (Creswell and Clark, 2006a). Researchers have suggested five purposes of mixed-method research with respect to its contribution to research design and execution: *“Triangulation, Complementarity, Development, Initiation and Expansion. This set arises from an evaluation of fifty seven mixed-method studies conducted by Greene et al. in 1989 which were related to educational programmes”*. Each of the five that were suggested for mixing quantitative and qualitative data and analysis were based on logic for mixing the two methods (Riazi and Candlin, 2014:143). The combination of quantitative and qualitative methods in the same study helps to understand more comprehensively the

phenomenon under analysis and to increase the validity of the research or evaluation process (Olsen, 2004; Teddlie and Tashakkori, 2003). A central idea that is shared by many researchers and specialists in the field of evaluation is that the combination of methods provides a broader and deeper knowledge than one method alone (Costa, et al. 2013). Consequently the variety of techniques will make the data more substantial and valid (Zohrabi, 2012).

4.18 Sampling Population

The participants can be categorized under two main groups as students who already study at the English Department at Tripoli University and lecturers who teach the English language courses. However, the students are selected randomly. Burns and Grove (2001) indicate there are no straight forward rules about the sample size but it should have at least 30 respondents. According to Polit and Beck (2006), quantitative research requires large samples to increase representativeness and to reduce sampling error.

4.19 Sample Selection for this study

An important point when selecting a sample is that it must enable the researcher to answer his/her research questions and to meet the objectives of the study (Saunders, et al., 2012d). *“The sample is the group of participants whom the researcher actually examines in an empirical investigation”* (Dornyei, 2011c:96). The value of sampling is outlined by Punch (2009b:50) as *“...it needs to fit into the study’s logic, to follow from it and to be consistent with it.”*

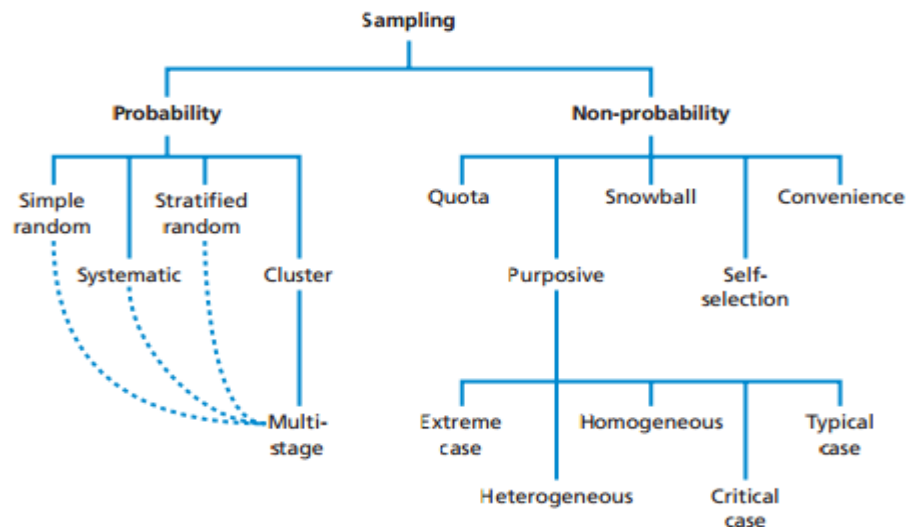
Kumar (2005b:162) indicates that:

Sampling is a process of selecting units for example people or organisations from a population of interest so that by studying the sample it will enable the researcher to generalise the results back to the population from which they were chosen.

Bryman (2012b:187) defines sampling as the “*segment of the population that is selected for investigation. It is the subset of the population.*” Moreover, Robson (2002) indicates that a sample refers to a division of the population. In addition, Saunders et al. (2009c) state that sampling techniques give the researcher a range of methods which enables him/her to select data from the bigger group rather than possible cases.

As illustrated in figure (4.1), there are two techniques of sampling which are: probability sampling and non-probability sampling. Probability sampling is “*a sample that has been selected using random selection so that each unit in the population has a known chance of being selected*” (Bryman, 2012b:187). While Saunders et al., (2012d:261) state that “*probability or representative sampling is associated with survey and experiment research strategies.*” The aim of using probability sampling is to keep sampling error to a minimum (Bryman, 2012).

Figure 4. 1: The chart of sampling techniques Saunders et al. (2009c:213)



On the other hand, for non-random sampling it is not necessary to have an equal probability of selection to each case, and generally the researcher selects the sample (Saunders et al., 2009c). This type of sampling is used with strategies such as case study (Robson, 2002), or when the sampling cases are difficult to identify (Collis and Hussey, 2003a).

In general, a sample has advantages and disadvantages. The main advantages of samples are saving time and the low cost. However, the disadvantages of using sample are that the researcher cannot get the exact characteristics of the population, thus the possibility of error still exists (Kumar, 1999a). Thus, owing to the nature of this study the probability sampling techniques has been selected. As illustrated by Greener (2011:51) *“The sampling method chosen for a project is appropriate to the goals of the research. Quantitative and qualitative research designs might require different sampling strategies. There are no automatically right answers.”* The choice of a sample in quantitative and qualitative research is conducted by two conflicting philosophies.

For quantitative research the researcher attempts to choose the sample in a way that it is unbiased and represents the population from which it is selected. As in qualitative research, an amount of considerations may influence the sample selection such as: *“the ease in accessing the potential respondents; judgement that the person has extensive knowledge about the episode, event or situation of interest and how typical the case is of a category of individuals”* (Kumar, 2014d: 228). Depending on the nature of the study and the use of the findings, significant importance is placed on the sample size in quantitative research. As for qualitative research *“no such attempt is made in selecting a sample.”* The researcher selects the respondents that will provide him/her with the information needed. (Kumar, 2014d: 229).

Saunders et al. (2012d:270) state that there are five main techniques that can be used to select probability sample: Simple random; Systematic random; Stratified random; Cluster random; Multi-stage random.

For the purpose of this study the use of random sampling which is *“the selection of participants from the general population that the sample will represent. In most second language studies, the population is the group of all language learners, perhaps in a particular context”* (Mackey and Gass, 2005:119). Sampling is selecting a convenient number who are members of a population that is being researched and it should be chosen carefully to fit into the study. Therefore, in line with aims and objectives of this research the sample is chosen randomly from the students’ population at Tripoli University, English Department. The population size is approximately two thousand; therefore, three hundred is 15% which is deemed to be a representative sample and thus sufficient for the purpose of the research.

Correspondingly, the number of responses is characterised as suitable because it fell into the acceptable level when referring to Yamens formula as exhibited below:

Figure 4. 2: Yamene’s Formula:

$$n = \frac{N}{1 + Ne^2}$$

Whereas n =sample size, N = population size, e =the error of sampling (usually .05).

By applying this formula on the study population, 333 responses was the result of the formula as shown below:

$$n = \frac{2000}{1+2000 (.0025)} = 333.333$$

4.20 The Pilot study

A preliminary questionnaire was designed and distributed to 20 students which were selected randomly and attending Tripoli University, Faculty of Languages, English Department, in order to ensure the wording and meanings were understandable in identifying the students’ perceptions on different aspects of the English language programme. The respondents were informed of the aims of the pilot study and were asked to return the completed questionnaire and to give responses and comments which will help in improving the questionnaire. The students were instructed to ask for clarification if necessary on any item of the questions, which was not clear before responding. The pilot study should be undertaken before the full study takes place in order to further improve the tool designed. A good piloting involves selecting a sample,

negotiating access, delivering the instrument, calculating response rates and analysing the results in the same way as aimed for the final study (Gorard, 2003). Bryman (2012b:263) states that *“the desirability of piloting such instruments is not solely to do with trying to ensure that survey questions operate well; piloting also has a role in ensuring that the research instrument as a whole functions well.”* Saunders et al. (2009c:394) claim that:

Prior to using your questionnaire to collect data it should be pilot tested...the purpose of the pilot test is to refine the questionnaire so that the respondents will have no problem answering the questions and there will be no problem in recording the data.

In other words, the questionnaire is pretested to ascertain that the questions are fully comprehended and understood by the respondents, in order to ensure soundness and suitability of the research instruments (Sekaran, 2003).

The questionnaire contains fifty questions to find out the students' views about the English programme. The questionnaire has a five-point-Likert-scale which is one of the most common techniques for conducting such an investigation. There are three types of scale that measure attitude which Kumar (2014d: 209) points out *“the Lickert, Thurstone and Guttman scales. The Lickert scale is most commonly used because it is easy to construct.”* He also claims that *“The main assumption of the scale is that each statement is equally important. The importance of each item for the Thurstone scale is determined by a panel of judges.”* Bryman (2012b:166) states that the Likert scale:

Is essentially a multiple-indicator or multiple-item measure of a set of attitudes relating to a particular area. The goal of the Likert scale is to measure intensity of feelings about the area in question. In its most common format; it comprises a series of statements (known as ‘items’) that focus on a certain issue or theme.

The strengths of Likert scale are that they are simple to construct, likely to produce a highly reliable scale and are easy to read and complete for participants. The main advantage is that they use a universal method of collecting data, which means it is easy to understand them and to code them (Bertram, 2007). There are several points to bear in mind about the construction of a Likert-scale. The following are particularly important. The items must be *“statements and not questions, the items must all relate to the same object, and the items that take up the scale should be interrelated”* (Bryman, 2012b:166). All the responses ranged from (1) strongly disagree to (5) strongly agree. The questions were grouped into six categories: a) students’ motivation for studying English b) Structure of the programmes at Tripoli University c) staff delivery of the English programme d) teaching facilities e) Assessment f) English learning environment in Libya. All the questions in the questionnaire were closed questions which offer the following advantages to researchers: easy to process answers, closed questions enhance the comparability of answers, closed questions may clarify the meaning of a question for respondents and closed questions are easier and quicker to complete (Bryman, 2012b:240).

The data from the pilot questionnaire was imported into the Statistical Package for Social Sciences (SPSS) version 20, and it was found that the Cronbach’s Alpha which is *“a commonly used test of internal reliability. It essentially calculates the average of all possible split-half reliability coefficients”* Bryman (2012b:170) for the overall questionnaire was 0.848. Therefore, the overall reliability coefficient which is more than 0.70-0.80 is commonly accepted for indicating good reliability of an instrument

and meaning that there is good internal consistency of scale (Field, 2009). Based on this result, the researcher decided to proceed with the actual study.

Table 4. 7: Describes the coefficients alpha of the study instrument

Cronbach's Alpha	
Variables	20
Overall alpha	0.848

This result suggests that the study instrument gains the initial reliability and therefore it will be valid for the full investigation.

4.21 Ethical Considerations

When conducting any research it is crucial to consider the ethical implications of the research. Ethics play an important role for getting access to people and organizations for gathering data for the study (Saunders et al., 2009c). In addition, being ethical is a core requirement of an evaluation to determine whether the study should go ahead (Kumar, 2005b). According to Punch (2006), it is important to determine the ethical dimensions of any research prior to conducting it.

It is also important for the researcher to adopt an ethical code, and to deal in a sensitive manner with the collected data, due to the fact, that the researcher enters the participants' lives (McNeil and Chapman, 2005). Moreover, it has to be considered that ethical issues may arise to a clash between professionals and personal interest of the piece of research (Easterby-Smith et al., 2002a).

For this study, the researcher has used the Liverpool John Moores University's ethical guidelines as the main source for determining the ethical issue of this study. An

application form of research ethics was filled out and the participant information sheet which was presented with each participant prior to their contribution. The prospective respondent was also reminded that participation was also voluntary with no implications for not participating. All part participants were asked if they needed further clarification and were invited to withdraw if they wished to. The researcher composed a letter requesting permission to carry out the research and promoting the advantages that could be achieved.

4.22 Summary of the Chapter

This chapter has focussed on the research design, methodology and methods that were applied in this study to achieve the objectives of the research and answer the research questions effectively. It has also provided adequate justification at every stage for the decisions taken. The current study has adopted mixed method approach to identify the students' and lecturers' views on the English language programme at Tripoli University. To achieve this mixture of quantitative and qualitative methods were used, to collect the data a questionnaire was applied to reach a large number of respondents and to ensure that the findings are reliable. Semi- structured interviews were chosen to find out the meanings behind the decline standards of students studying English, workload, assessment and teaching facilities were also used to evaluate the English programme. The researcher has highlighted the tests appropriate for this study in line to achieve the research objectives and answer the research questions.

A suitable sample size was calculated on the work of Yamane (1967), which is a framework that could be considered suitable for determining an appropriate sample

size. The proper sample size required for this study was three hundred students from Tripoli University. The following chapter will present the data analysis and findings.

Chapter Five

Data Analysis

5.1 Introduction

This chapter presents the results from the empirical study showing the findings from the data collected using questionnaires and semi-structured interviews in line with the methodology and methods discussed in Chapter Four. The purpose of data analysis is to answer the research questions and to help determine the trends and relationship among variables. The rationale is to present the findings of the output of the questionnaire using SPSS and present the key themes from the semi-structured interviews to gauge the perceptions of lecturers at Tripoli University language department. Therefore, a quantitative and qualitative research has been carried out.

5.2 Data analysis of questionnaire

5.2.1 Research Participants

A total of four hundred and seventy questionnaires were self-administrated to key stakeholders involving Tripoli University students from the English Department. Three hundred and twelve questionnaires were returned of which only three hundred were valid. The first part of the questionnaire is concerned with general information such as gender, age group, and level of study. The following data show the background information of the respondents of this study as follows:

Table 5. 1: Respondents' Gender

		Male or Female			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	120	40.0	40.0	40.0
	female	180	60.0	60.0	100.0
	Total	300	100.0	100.0	

Table (5.1) illustrates the percentage of the participants classified by gender. Amongst three hundred respondents, one hundred and twenty participants are male (40%), and one hundred and eighty are female (60%). This suggests that the number of female students that study at the English department exceeds male students in general.

5.3 Research Methods

The questionnaire was used as a means of data collection to elicit students' attitudes and beliefs regarding their English language programme. The questionnaire consisted of closed response items required to indicate the extent of their agreement to a particular statement.

5.4 Respondents' Age

Age was identified within the English department and was categorised into three age groups.

Table 5. 2 Respondents' age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-20	132	44.0	44.0	44.0
	21-25	107	35.7	35.7	79.7
	over25	61	20.3	20.3	100.0
	Total	300	100.0	100.0	

Table (5.2) illustrates the three groups. Group 1 has one hundred thirty two (44%) students aged between 17 and 20; one hundred and seven (35%) are aged between 21 and 25; while the smallest group sixty one (20%) are over 25, who represent postgraduate students. This suggests that the student population at Tripoli University language department is within the expected age range.

5.5 Respondents' level of study

Frequency and percentage for the level of study were analysed. As in table (5.3) among three hundred respondents, (26%) eighty are in first or second year, one hundred and fifty eight (52%) are in third or fourth year, while sixty two students (20%) are postgraduate representing the smallest group.

Table 5. 3: level or year of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 YEAR	80	26.7	26.7	26.7
	3-4 YEAR	158	52.7	52.7	79.3
	Post-grad	62	20.7	20.7	100.0
	Total	300	100.0	100.0	

5.6 Cronbach's Coefficient Alpha

The Cronbach's Coefficient Alpha reliability test for the students' questionnaire achieved .841, which is above 0.70 (Table 5.4). The results show that there is good consistency in the scale data (Brace et al., 2012). It can therefore be assumed from the results that further parametric and non-parametric analysis can be conducted.

Table 5. 4: Cronbach's Alpha

Cronbach's Alpha	No. of Items
.841	53

5.7 Descriptive statistical analysis

Descriptive analysis provides information concerning the distribution of scores on continuous variables skewness and kurtosis (Pallant, 2011).

There are three categories where the skewness and kurtosis does not fall between the (+1,-1) which are in three statements: Learning English helps me understand English songs, movies, newspapers and TV programmes; Learning English helps me to be able to communicate with people when I travel to English speaking countries and Comfortable classroom furniture is available. However, the reason for this could be the inconsistency with the responses.

5.8 Data analysis *t* – test for questionnaire

5.8.1 Independent sample *t*-test Students' Motivation for studying English

An Independent sample *t*-test was conducted to identify the difference in means score of students' gender. The importance of this test is that it shows significant differences.

Table 5. 5: Independent *t* test- Motivation

Male or Female	NB	Mean	Std. Deviation	Std. Error Mean
Able to have contact with English speakers	male 120	4.3500	.52899	.04829
	female 180	4.0111	.87797	.06544

	Levene's Test for Equality of Variances				
	F	Sig.	T	df	Sig. (2-tailed)
Able to have contact with English speakers	46.914	0.00	3.793	298	0.00

From the nine statements relating to students' motivation for studying English an Independent *t*- test was conducted to compare the scores of the differences between male and female students towards their motivation for learning English. Two statements were statistically significant. Table (5.5) shows the statement '*Learning English helps me to be able to contact or chat on Face book with English speakers*' was statistically significant ($t = 3.79$, $df = 298$, $p = .000$). The male student respondents showed much higher agreement with the statement than female students.

Table (5.6) presents the independent *t* - test for students' motivation behind learning English in order to understand English songs, movies, and TV programmes. From the responses obtained the statement was significant ($t = 4.79$, $df = 298$, $p = .000$), '*Learning English helps me understand English songs, movies, Newspapers and TV programmes*'. Female students were more in agreement with the statement than male students. This tells us that woman and girls prefer to learn English to listen and watch TV as they spend most of the time at home which is in keeping with Libyan society and cultural norms. This reveals that the English language programme should have the necessities of the Libyan culture and the needs to communicate with the outside world.

Table 5. 6 Independent t- test Motivation

Male or Female		N	Mean	Std. Deviation	Std. Error Mean
English songs,movies,etc.	Male	120	4.0500	1.20817	.11029
	Female	180	4.5333	.50028	.03729

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
English songs,movies,etc.	Equal variances assumed	14.106	.000	4.79	298	.000

The results below in Table (5.7) illustrate that the statement '*Learning English helps me to be able to communicate with people when I travel to English speaking countries*' was statistically significant ($t = 4.97$, $df = 298$, $p = 0.000$). Both male students and female students agree with this statement. As for female students (4.68), they are more in agreement, and show more interest compared with male students (4.17) when it comes to communicating with people especially when travelling.

Table 5. 7: Independent t- test Motivation

Male or Female		N	Mean	Std. Deviation	Std. Error Mean
able to communicate	male	120	4.1750	1.24794	.11392
	female	180	4.6833	.46647	.03477

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
able to communicate	Equal variances assumed	40.109	0	-4.972	298	0

Table (5.8) yields two significant differences for responses relating to motivation '*I like learning English because it is a universal language*' ($t = -2.941$, $df = 298$, $p = 0.004$) with female students (4.15) returning higher scores than male students (3.90), and agreeing to the statement that English is a universal language. This indicates, which is expected, that female students believe that languages are important in their daily lives to teach, get a job or for leisure. As teaching English, offers them more employment opportunities in the future. In addition, they show a positive attitude towards learning English.

Table 5. 8: Independent t- test Motivation

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
a universal language male	120	3.9083	.78853	.07198
female	180	4.1556	.65861	.04909

	Levene's Test for Equality of Variances				
	F	Sig.	t	df	Sig. (2-tailed)
a universal language Equal variances assumed	7.391	0.007	-2.941	298	0.004

The results in Table (5.9) reveal that '*Learning English helps me to express my points of view regarding international issues.*' ($t = 4.11$, $df = 298$, $p = 0.000$) which shows female students (3.77) and male students (3.28) both agree on this issue with minor difference. As a result both male and female students are becoming interested in

political and international issues which they would like to discuss and understand in English.

Table 5. 9: Independent t - test Motivation

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
express international issues male	120	3.2833	1.27802	.11667
female	180	3.7778	.80192	.05977

	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)
	F	Sig.			
express international issues Equal variances assumed	35.197	.000	-4.117	298	.000

In addition, the results in Table (5.10) show '*Learning English helps me to establish business relations with English speakers*' ($t = 5.721$, $df = 298$, $p = .000$). As for the female students (4.46) there is great agreement that English is significant for business relations, while male students (4.01) agree but with a little difference. This shows that female students consider English very important especially when dealing with business relations.

Table 5. 10: Independent t - test Motivation

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
establish business relations with English speakers Male	120	4.0167	.72162	.06587
Female	180	4.4667	.62891	.04688

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
establish business relations with English speakers	Equal variances assumed	1.351	.246	-5.721	298	.000

The results of Table (5.11) show that '*Learning English fulfils my academic needs and ambitions*' has a result of ($t = 2.85$, $df = 298$, $p = .005$). The sig. (2-tailed) shows it equal to .005. It is evident that female students are more in agreement (4.16) than male students (3.90), indicating that female students are more likely to believe that learning English is useful for academic needs and to continue their higher education which is deemed necessary for most female students.

Table 5. 11: Independent t- test Motivation

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
academic needs and ambitions male	120	3.9000	.92036	.08402
academic needs and ambitions female	180	4.1611	.66150	.04931

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
academic needs and ambitions	Equal variances assumed	6.009	0.015	-2.858	298	0.005

As a result, the findings in Table 5.12 highlight that the statement relating to '*The English programme has stimulated my enthusiasm for further learning*' ($t = 4.76$, $df = 298$, $p = .000$), reported agreement with female students with a mean score of (3.316);

while male students expressed higher agreement with a mean score of (3.841). Therefore, one assumption can be made is that the majority of students believe that learning English is important for further learning and developing knowledge.

Table 5. 12: Independent t -test Motivation

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
stimulated my enthusiasm for further learning male	120	3.8417	.67358	.06149
female	180	3.3167	1.07524	.08014

	Levene's Test for Equality of Variances					
	F	Sig.	t	df	Sig. (2-tailed)	
stimulated my enthusiasm for further learning Equal variances assumed	43.535	.000	4.761	298	.000	

5.8.2 Independent sample t- test Structure of the English Programmes at Tripoli University

From the sixteen statements relating to the structure of the English programmes at Tripoli University, seven were significant as it can be seen from the Table 5.13 below *'The content of the English programme is well structured'* ($t = 4.07$, $df = 298$, $p = .000$). The female students with a score of (3.14) indicate that they slightly agree that the English programme is well structured compared to male students (2.60) who do not agree with this statement which indicates that the student population does not seem to be satisfied with the content of the English language programme.

Table 5. 13: Independent *t* -test Structure of the English Programme

Male or Female		N	Mean	Std. Deviation	Std. Error Mean
content of programme well structured	male	120	2.6500	.91348	.08339
	female	180	3.1444	1.09912	.08192

		Levene's Test for Equality of Variances				
		F	Sig.	T	df	Sig. (2-tailed)
content of programme well structured	Equal variances assumed	7.625	.006	-4.077	298	.000

Table 5.14 shows the findings of the independent *t*-test reveal *'The content of the material enables me to acquire knowledge and understanding of the subject'* ($t = 3.162$, $df = 298$, $p = .002$). As shown below male students expressed higher agreement (3.17) than female students (2.69), indicating that males were more likely to agree that the English language materials enable them to acquire knowledge and understand the subject. This reveals that the population of female students do not agree with this statement and consider that the English programme should enable them to acquire language and become good speakers.

Table 5. 14: Independent *t*- test Structure of English Programme

Male or Female		N	Mean	Std. Deviation	Std. Error Mean
the content enables to acquire knowledge and understanding of the subject	male	120	3.1750	1.41221	.12892
	female	180	2.6944	1.20101	.08952

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
the content enables to acquire knowledge and understanding of the subject	Equal variances assumed	9.429	.002	3.162	298	.002

Furthermore, Table 5.15 shows that this statement is significant '*The English language programme needs to be reviewed*' ($t = 6.145$, $df = 298$, $p = .000$), with male students and female students both agreeing that the English language programme needs to be reviewed with female students to (4.46) and male students with the score (3.70). This means that students as the key stake holders are not satisfied with the current form and content of the English language programme at Tripoli University and are asking for the programme to be reviewed.

Table 5. 15: Independent Samples t -Test Structure of English Programme

		N	Mean	Std. Deviation	Std. Error Mean
the programme needs to be reviewed	male	120	3.7000	1.31315	.11987
	female	180	4.4667	.84826	.06323

Independent Samples Test

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
the programme needs to be reviewed	Equal variances assumed	42.880	.000	-6.145	298	.000

Table 5.16 gives the results to the statement '*The content of the English programme integrates the four skills (listening, speaking, reading, and writing)*' ($t = 3.75$, $df = 298$, $p = .000$). The female students with the score (2.47) show higher disagreement with this statement than male students (1.95), that the English programme integrates the four skills. This reveals that students are not satisfied with the content of the English programme as it does not integrate the four skills, which are very important when learning a second language.

Table 5. 16: Independent Samples t -Test Structure of English Programme

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
the programme integrates the four skills male	120	1.9583	.99068	.09044
the programme integrates the four skills female	180	2.4778	1.28357	.09567

	Levene's Test for Equality of Variances				
	F	Sig.	t	df	Sig. (2-tailed)
the programme integrates the four skills Equal variances assumed	22.355	.000	-3.750	298	.000

As for the following Table 5.17 the statement '*The content of the English programme is difficult*' ($t = 3.74$, $df = 298$, $p = .000$) reveals that the female students show higher agreement (3.07) with the above statement that the programme is difficult, while male students (2.65) show lower agreement which reveals that female students are concerned about the programme and would like it to be more suitable for undergraduate students.

Table 5. 17: Independent Samples t -Test Structure of English Programme

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
the content of programme is difficult	120	2.6500	.88546	.08083
male				
female	180	3.0722	1.00296	.07476

	Levene's Test for Equality of Variances				
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.003	.955	-3.741	298	.000

The results in Table 5.18 below regarding the statement '*The workload for the English programme is appropriate*' ($t = 3.48$, $df = 298$, $p = .001$), show that for female students (2.46) the disagreement was more than male students (2.10) to this statement which indicates that the work load that students do as assignments and homework is not appropriate for the English language programme. This shows that the workload for the English programme is not suitable and inappropriate compared to with the content of the programme.

Table 5. 18: Independent Samples t -Test Structure of English Programme

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
the workload for programme is appropriate	120	2.1083	.61897	.05650
male				
female	180	2.4667	1.00502	.07491

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
the workload for programme is appropriate	Equal variances assumed	64.048	.000	-3.488	298	.001

5.8.3 Independent sample *t*- test Staff Delivery of the English Programme

From the five statements relating to lecturers' delivery of the English programme, three statements were significant. Table 5.19 gives the results for the statement '*The lecturers make the English programmes interesting*' ($t = 3.65$, $df = 298$, $p = 000$). It can be seen from the table below that male students (2.75) slightly disagree more than female students (2.28). Students expect that the lecturers should be able to make the English language programme more interesting.

Table 5. 19: Independent Samples *t* -Test Staff delivery of English Programme

Male or Female		Nb	Mean	Std. Deviation	Std. Error Mean
lecturers make English programmes interesting	male	120	2.7500	1.12459	.10266
	female	180	2.2833	1.05319	.07850

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
lecturers make English programmes interesting	Equal variances assumed	.056	.813	3.659	298	.000

Table 5.20 reveals that the statement was statistically significant where students answered that *'I like to be taught by both Libyan and foreigner lecturers'* ($t = 2.916$, $df = 298$, $p = .004$). The female students strongly agreed (3.83) more than the male students with little difference (3.45) which indicates that students agree that they like to be taught by both Libyan and foreign lecturers. This means that there is no difference between lecturers as long as they are delivering the programme in an interesting way and can be easily understood.

Table 5. 20: Independent Samples *t* -Test Staff delivery of English Programme

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
like to be taught by Libyan and foreigner lecturers	120	3.4500	1.01128	.09232
male female	180	3.8333	1.17943	.08791

	Levene's Test for Equality of Variances					
		F	Sig.	t	df	Sig. (2-tailed)
like to be taught by Libyan and foreigner lecturers	Equal variances assumed	1.458	.228	-2.916	298	.004

Table 5.21 illustrates that the statement *'Some lecturers are inexperienced and often incompetent'* ($t = 3.74$, $df = 298$, $p = .001$), shows that male students (3.61) are in agreement more than female students (3.10) with this statement. This means that some lecturers are ill-prepared and not qualified for the programme and do not have experience of higher education teaching.

Table 5. 21: Independent Samples *t* -Test Staff delivery of English Programme

Male or Female	N	Mean	Std. Deviation	Std. Error Mean	
Some lecturers are inexperienced and incompetent	male	120	3.6167	1.41530	.12920
	female	180	3.1000	1.14872	.08562

	Levene's Test for Equality of Variances					
	F	Sig.	t	df	Sig. (2-tailed)	
Some lecturers are inexperienced and incompetent	8.355	.004	3.474	298	.001	

5.8.4 Independent sample *t*- test Teaching Facilities

From the five statements concerning teaching facilities at Tripoli University, Department of English, Table 5.22 indicates that one statement is significant '*The Library resources and services at the university are sufficiently available*' ($t = 4.270$, $df = 298$, $p = .000$) showing male students (1.80) in disagreement more than female students (1.39). This indicates that there are few library resources for students and lecturers to rely on.

Table 5. 22: Independent Samples *t* -Test Teaching Facilities

Male or Female	N	Mean	Std. Deviation	Std. Error Mean	
library resources and services are sufficiently available	male	120	1.8083	.92850	.08476
	female	180	1.3944	.74367	.05543

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
library resources and services are sufficiently available	Equal variances assumed	36.392	.000	4.270	298	.000

5.8.5 Independent sample *t*- test Assessment

From the ten statements of Assessment, two statements were statistically significant as shown in Table 5.23 '*Exam standards set for the awards are appropriate*' ($t = 2.80$, $df = 298$, $p = .005$) showing female students are in disagreement more than male students (2.11) on the way the awards are made for exams which indicates that there are no consistent exam standards.

Table 5. 23: Independent Samples *t* -Test Assessment

Male or Female		N	Mean	Std. Deviation	Std. Error Mean
Exams standards set for the awards are appropriate	male	120	2.1167	.66337	.06056
	female	180	2.4556	1.20670	.08994

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Exams standards set for the awards are appropriate	Equal variances assumed	65.765	.000	-2.806	298	.005

In addition, Table 5.24 shows that the statement ‘*Assessment within and across the different exam components are suitable and adequately varied*’ ($t = 4.86$, $df = 298$, $p = .000$), describes that female students (2.76) agree more than male students (2.15) with this statement which deals with the variation of the exams. This means that female students would like the assessment to be appropriate and varied where the student has another option to choose from for the way he/she would like to be assessed.

Table 5. 24: Independent Samples t -Test Assessment

Male or Female	N	Mean	Std. Deviation	Std. Error Mean
Assessment within the different exam components are suitable	120	2.1500	1.08968	.09947
male female	180	2.7611	1.04835	.07814

	Levene's Test for Equality of Variances					
		F	Sig.	t	df	Sig. (2-tailed)
Assessment within the different exam components are suitable	Equal variances assumed	3.964	.047	-4.869	298	.000

5.8.6 Independent sample t- test English learning Environment in Libya

Furthermore, from the five statements Table 5.25 shows that this statement is statistically significant ‘*The environment is not conducive to learning*’ ($t = 4.83$, $df = 298$, $p = .000$), which shows that male students strongly agree with a score of (4.11) more than female students with a score of (3.55). This reveals that male students are more influenced by the surrounding facilities which enhance the learning process whereas

female students are more attracted to learning in spite of the poor surrounding facilities. This also illustrates that there is no chance for the students to practise English outside the classroom, which indicates that the environment is not suitable especially for male students who spend most of their time outdoors.

Table 5. 25: Independent Samples t -Test English learning environment

Male or Female	Nb	Mean	Std. Deviation	Std. Error Mean
The environment is not conducive to learning English	male	120	4.1167	.95428
	female	180	3.5556	1.00403

	Levene's Test for Equality of Variances					
	F	Sig.	t	df	Sig. (2-tailed)	
The environment is not conducive to learning English	2.521	.113	4.836	298	.000	

5.9 One way Anova test involving means

The one-way Anova test was run to investigate the third objective concerning the factors that have contributed to the decline in standards of students studying English. In order to answer this objective, the one-way Anova was conducted with Duncan's Post hoc test which is used to split the groups into homogeneous subsets.

5.9.1 One way Anova test – structure of the English Programmes at Tripoli University

Table 5.26 below shows that there are five out of sixteen statements which are statistically significant. The results show that third and fourth year students (n= 158)

had the highest mean score for this statement *'The learning and teaching methods used for these English programmes are stimulating and interesting'* from the one-way Anova ($p = .000$). Based on the findings it can be suggested that third year and fourth year students disagree that the learning and teaching methods used for the programme are stimulating and interesting. This indicates that the respondents are not satisfied with the way they are being taught by using traditional methods which does not motivate the students and are not interesting to grab the students' attention.

Table 5. 26: One-way Anova- structure of the English Programmes at Tripoli University

The learning and teaching methods used for these programmes are stimulating and interesting.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	35.981	2	17.990	12.224	.000
Within Groups	437.099	297	1.472		
Total	473.080	299			

level or year of study	N	Subset for alpha = 0.05	
		1	2
1-2 YEAR	80	1.8500	
Post-grad	62		2.5484
3-4 YEAR	158		2.6582
Sig.		1.000	.554

The findings in Table 5.27 show that this statement is statistically significant *'The content of the English programme is well structured.'* ($p = .003$). The highest means score shows it is third and fourth year students who slightly agree that the programme is well structured.

Table 5. 27: One-way Anova- structure of the English Program at Tripoli University

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.663	2	6.332	5.868	.003
Within Groups	320.483	297	1.079		
Total	333.147	299			

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
1-2 YEAR	80	2.6625	
Post-grad	62	2.8387	2.8387
3-4 YEAR	158		3.1329
Sig.		.267	.065

As can be seen in Table 5.28 the statement *'The aims and outcomes of English programmes are appropriate for students to learn English'* is statistically significant (p .004) from the results of the Duncan's Post Hoc test with means of (3.00) for third and fourth year students (n=158). Therefore, this indicates that postgraduates do not think that the learning aims and outcomes are appropriate. This illustrates that the students enrol on the programme not being aware of the aims and outcomes of the English programme which they should be aware of from the outset.

Table 5. 28: One-way Anova- structure of the English Programme at Tripoli University

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.214	2	7.107	5.535	.004
Within Groups	381.332	297	1.284		
Total	395.547	299			

the aims and outcomes are appropriate to learning

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
1-2 YEAR	80	2.5000	
Post-grad	62	2.7258	2.7258
3-4 YEAR	158		3.0063
Sig.		.193	.106

As can be illustrated from Table 5.29 below this statement is statistically significant *'The workload for the English programme is appropriate'* (p= .001). The results of the Duncan's Post Hoc test shows third and fourth year students (n= 158) disagree with this statement. This shows that third and fourth year students are not satisfied with the workload they are given and they believe it is not appropriate for the English programme.

Table 5. 29: One-way Anova- structure of the English Programme at Tripoli University

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.972	2	5.486	7.252	.001
Within Groups	224.665	297	.756		
Total	235.637	299			

the workload for the English programme is appropriate

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
1-2 YEAR	80	2.0500	
Post-grad	62	2.2419	2.2419
3-4 YEAR	158		2.4937
Sig.		.149	.059

The results of the one-way Anova as shown in Table 5.30 demonstrate that the statement '*There are no clear outcomes*' is statistically significant ($p = .002$) which is below (.005). By using the Post hoc test it illustrates that first and second year students (4.03) strongly agree ($n = 80$) with this statement. This indicates that the respondents would like to be aware of the outcomes of the programme from the beginning of the course and up to date with what they will be studying.

Table 5. 30: One-way Anova- structure of the English Programme at Tripoli University

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	27.646	2	13.823	6.350	.002
Within Groups	646.500	297	2.177		
Total	674.147	299			

There are no clear outcome

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
3-4 YEAR	158	3.3165	
Post-grad	62	3.5323	
1-2 YEAR	80		4.0375
Sig.		.339	1.000

5.9.2 One- way Anova test Staff Delivery of English Programme

From the five statements concerning staff delivery of the English programme, one statement as shown in Table (5.31) '*Some lecturers are inexperienced and often incompetent*' is statistically significant ($p = .000$) with a slight agreement from first and second year students (3.68) and (3.53) from postgraduates. This shows that both first and second year students and post graduates believe that there are some lecturers

that do not have enough experience in teaching, which suggests that there are no strict rules for employing staff members.

Table 5. 31:One-way Anova- Staff Delivery of English Programme

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	27.265	2	13.632	8.679	.000
Within Groups	466.522	297	1.571		
Total	493.787	299			

Some lecturers are inexperienced and incompetent

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
3-4 YEAR	158	3.0253	
Post-grad	62		3.5323
1-2 YEAR	80		3.6875
Sig.		1.000	.418

5.9.3 One- way Anova test Assessment

In Table 5.32 the one-way Anova results from ten statements under the theme Assessment show that four statements were statistically significant as in *'Assessment within and across the different exam components are suitable and adequately varied'* ($p = .000$) for postgraduates ($n=62$) and third and fourth year students ($n =158$) with a slight difference of opinion. This shows that the population of 220 students disagree with this statement and this indicates that the assessment is not suitable. The exam components should be varied so that the student has many options to choose from regarding how to be assessed.

Table 5. 32: One-way Anova- Assessment

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.402	2	10.201	8.794	.000
Within Groups	344.515	297	1.160		
Total	364.917	299			

Assessment within the different exam components are suitable

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
1-2 YEAR	80	2.0875	
Post-grad	62		2.6129
3-4 YEAR	158		2.6962
Sig.		1.000	.613

Furthermore, the findings in Table 5.33 show that there are significant differences between levels of study in this statement ‘*There is a wide range of assessment practice*’ ($p = .000$), although results of the post hoc test show a slight difference between third and fourth year students ($n = 158$) with a mean of (2.54), and postgraduates ($n = 62$) with a mean of (2.40). This indicates that the respondents disagree with this statement and are not satisfied with the way the assessment is practiced.

Table 5. 33 : One-way Anova- Assessment

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.070	2	12.535	10.411	.000
Within Groups	357.597	297	1.204		
Total	382.667	299			

There is a wide range of assessment practices

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
1-2 YEAR	80	1.8625	
Post-grad	62		2.4032
3-4 YEAR	158		2.5443
Sig.		1.000	.400

Table 5.34 shows that there is a statistically significant difference concerning the statement ‘*Student progress is carefully monitored by all teachers*’ (p= .000 and below.005) between first and second year students (n =80) with a mean of (2.28), and postgraduate students (n =62) with a mean of (2.54). This reveals that the population of 142 students disagree with this statement that their progress is not carefully monitored which suggests that the students would prefer to be better monitored by their teachers to achieve higher grades and to be motivated.

Table 5. 34: One-way Anova- Assessment

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	35.770	2	17.885	9.985	.000
Within Groups	531.977	297	1.791		
Total	567.747	299			

Students’ progress is carefully monitored by all teachers

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
1-2 YEAR	80	2.2875	
Post-grad	62	2.5484	
3-4 YEAR	158		3.0696
Sig.		.203	1.000

The results from Table 5.35 show that the statement *'The standards of student performance are comparable with similar programmes in other similar Arab institutions with which you are familiar'* is statistically significant ($p=.000$) with the mean of (2.77) for third and fourth year students ($n = 158$), while the mean (2.50) for postgraduates was ($n= 62$). Therefore, this suggests that the third and fourth year students strongly disagree with this statement with a slight difference for postgraduates in disagreement. This reveals that the respondents are not satisfied with the standard of performances that are available in the programme when compared with other similar Arab institutions.

Table 5. 35 One-way Anova- Assessment

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	50.891	2	25.445	22.108	.000
Within Groups	341.839	297	1.151		
Total	392.730	299			

Students' performances are comparable with similar programmes in Arab institutions

Duncan^{a,b}

level or year of study	N	Subset for alpha = 0.05	
		1	2
1-2 YEAR	80	1.8000	
Post-grad	62		2.5645
3-4 YEAR	158		2.7722
Sig.		1.000	.206

5.10 Pearson correlation

The statement *“English Department promotes a collaborative learning environment”* correlates with student’s motivation for studying English (Table 5.36):

Table 5. 36 Significant Pearson correlation- students’ motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Learning vs. English for future career	300	-.173**	.003
Learning vs Able to contact English speakers	300	.190**	.001
Learning vs Express international issues	300	-.204**	.000
Learning vs Establish business relations with	300	.217**	.000
Learning vs enthusiasm for further learning	300	.227**	.000

There were two negative correlations concerning collaborative learning which are *‘Learning English is important for my future career’* of $r = -.173$ with a negative Pearson correlation and *‘Learning English helps me to express my points of view regarding international issues’* of $r = -.204$ with a negative Pearson correlation. However, the Pearson correlation does reveal a positive correlation in responses to the statements, *‘Learning English helps me to be able to contact or chat on Facebook with English speakers’* of $r = .190$, *‘Learning English helps me to establish business relations with English speakers’* of $r = .204$, and *‘The English programme has stimulated my enthusiasm for further learning’* with $r = .227$.

Table 5. 37 Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Learning Vs programme match my expectations	300	.507**	.000
Learning Vs methods are stimulating	300	.298**	.000
Learning Vs acquire knowledge	300	.522**	.000
Learning Vs Programme integrates the skills	300	.342**	.000
Learning Vs The content is difficult.	300	.203**	.000
Learning Vs Lecturers are well prepared	300	.257**	.000
Learning Vs Overall satisfied of programme	300	.416**	.000
Learning Vs No clear outcomes	300	-.210**	.000
Learning Vs Programme is teachers improvisation	300	.168**	.004
Learning Vs Programme is not student-centred	300	.186**	.001
Learning Vs employability skills	300	-.167**	.004

The results in Table 5.37 show that the statement *'English Department promotes a collaborative learning environment'* correlates with the structure of the English Programmes at Tripoli University. From the sixteen statements concerning the structure of the English Programmes, eleven had variables which showed a correlation. There were three negative correlations in *'There are no clear outcomes'* of $r = -.210$ with a negative Pearson correlation. *'The English programme at Tripoli University is not student-centred'* of $r = -.186$ with a negative Pearson correlation and *'The English language programme at Tripoli University neither fosters nor encourages the development of professional employability skills'* with a negative Pearson correlation of $r = -.167$. All of the other variables had a positive correlation. A moderate correlation of $r = .522$ was found for the following statements: *'The content of the material enables me to acquire knowledge and understanding of the subject'* and *'The contents of the English programme match my expectations'* $r = .507$, *'Overall I am satisfied with the quality of the English language programmes'* $r = .416$, *'The content of the English programme integrates the four skills (listening-speaking-reading-writing)'* $r = .342$, *'The learning and teaching methods used for these English programmes are stimulating and interesting'* $r = .298$, *'The lecturers are well prepared and experts in the subject area'* $r = .257$, and finally *'The English programme is based on individual teacher's improvisation'* with a positive Pearson correlation of $r = .168$.

Table 5. 38 Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Learning Vs Lecturers are up to date	300	.273**	.000
Learning Vs Lecturers are well prepared	300	.366**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.38 shows there is a correlation between the statements *'English Department promotes a collaborative learning environment'* and staff delivery of the English programme. The statement which had a positive correlation was; *'Lecturers are always well prepared and creative in their delivery'* with a positive Pearson correlation with $r = .366$. There is a strong relationship between the environments of learning and the way the lecturers deliver their subject. *'The lecturers are up to date and innovative in their teaching'* with a positive correlation with $r = .273$.

Table 5. 39 Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Learning Vs number of students acceptable	300	.276**	.000
Learning vs Comfortable furniture is available	300	.170**	.003
Learning Vs Library resources are sufficiently	300	.657**	.000

Table 5.39 reveals there is a correlation between the statement *'English Department promotes a collaborative learning environment'* and teaching facilities. Three out of the five statements relating to teaching facilities showed a significance correlation at .003 and below. *'The library resources and services at the university are sufficiently available'* had a high correlation of $r = .657$ with a positive Pearson correlation which reveals that there is a strong relationship between it and the statement the *'English department promotes a collaborative learning environment'*. *'The number of students in the classroom is acceptable'* with a positive Pearson correlation of $r = .276$ and *'Comfortable classroom furniture is available'* with a positive Pearson correlation of $r = .170$ and .003 significance level.

Table 5. 40 Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Learning Vs Assessment is suitable	300	.269**	.000
Learning Vs a wide range of assessment practise	300	.458**	.000
Learning Vs Administration are appropriate	300	.549**	.000
Learning Vs Students monitored by teachers	300	.250**	.000
Learning Vs Regular feedback is given	300	.559**	.000
Learning Vs Students' performance is similar	300	.238**	.000
Learning Vs All policies designed enhance learning	300	.211**	.000

Table 5.40 indicates that there is a correlation between the statement '*English Department promotes a collaborative learning environment*' and Assessment. The findings show that there were a total of seven correlations in questions relating to Assessment. A moderate correlation was with the statement '*Regular and constructive feedback is given to students*' with a positive Pearson correlation of $r = .559$, thus indicating that there is a link between '*English Department promotes a collaborative learning environment*' and regular feedback is given to students. The second moderate correlation was '*The administration of the examinations, procedures, management of scripts time available for marking and impartiality with which the examinations are conducted are appropriate*' with a positive Pearson correlation of $r = .549$.

Table 5. 41 Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Learning Vs government needs proactive policies	300	.273**	.000
Learning Vs newspaper and magazine are available	300	.211**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.41 shows that there is correlation between the statement '*English Department promotes a collaborative learning environment*' and English learning environment in Libya.

There were two statements out of five from the theme English learning environment in Libya which had a positive correlation. *'The government needs proactive policies to promote English'* with a positive Pearson correlation of $r = .275$, and *'English newspapers and magazines are available in local shops'* with a positive Pearson correlation with $r = .211$. This suggests that the environment at the English department and the environment outside the department should be the same, which is that they should promote collaborative learning.

Table 5. 42 :Significant Pearson correlation- student's motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Inadequate IT facilities Vs contact English speakers	300	-.231**	.000
Inadequate IT facilities Vs. understand English songs	300	.369**	.000
Inadequate IT facilities Vs able to communicate	300	.347**	.000
Inadequate IT facilities Vs. Express issues.	300	.327**	.000
Inadequate IT facilities Vs Academic needs	300	.457**	.000
inadequate IT facilities Vs. enthusiasm further learning	300	.257**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

In Table 5.42 there was one negative correlation out of nine statements between the statement *'There is inadequate provision and IT facilities,'* and the statements under the theme of Students' motivation for studying English; *'Learning English helps me to be able to contact or chat on Facebook with English speakers'* with a negative Pearson correlation with $r = -.231$. Five out of nine had a positive Pearson correlation with a correlation in *'Learning English fulfils my academic needs and ambitions'* of $r = .457$.

Table 5. 43: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Inadequate IT facilities Vs. methods are stimulating	300	-.500**	.000
Inadequate IT facilities Vs. programme reviewed	300	.303**	.000
Inadequate IT facilities Vs. integrates the four skills	300	-.239**	.000
Inadequate IT facilities Vs. The workload is appropriate.	300	-.359**	.000
Inadequate IT facilities Vs. No clear outcomes	300	.343**	.000
Inadequate IT facilities Vs. teachers Improvisation	300	.597**	.000
Inadequate IT facilities Vs. not student-centred	300	.514**	.000
Inadequate IT facilities Vs. doesn't employability skills	300	.450**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

In Table 5.43 it can be illustrated that there is a correlation between the statement *'There is inadequate provision and IT facilities.'* with the following statements of the theme Structure of the English programmes at Tripoli University; furthermore, there were eight correlations out of sixteen statements. Three were negative. *'The learning and teaching methods used for these English programmes are stimulating and interesting'* with a negative Pearson correlation of $r = -.500$, *'The workload for the English programme is appropriate'* with a negative Pearson correlation of $r = -.359$, and *'The content of the English programme integrates the four skills'* with a negative Pearson correlation with $r = -.239$. The highest correlation was *'The English programme is based on individual teacher's improvisation'* with a positive Pearson correlation of $r = .597$. *'The English language programme at Tripoli University is not student- centred'* has a positive Pearson correlation of $r = .514$, *'The English programme at Tripoli University does not foster and encourage the development of professional employability skills'* had a positive Pearson correlation or $r = .450$, *'There are no clear outcomes'* had a positive Pearson correlation with $r = .343$, and finally *'The programme needs to be revised'* had a positive Pearson correlation of $r=.303$.

Table 5. 44: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
There is inadequate IT facilities Vs. Lecturers are up to date in their teaching	300	.450**	.000
There is inadequate IT facilities Vs. Lecturers make English programmes interesting	300	.322**	.000
There is inadequate IT facilities Vs. I like to be taught by Libyan and foreigners	300	.253**	.000
There is inadequate IT facilities Vs. Some lecturers are inexperienced and incompetent	300	.451**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.44 shows there is a correlation between the statement *'There is inadequate provision and IT facilities'* and staff delivery of the English programme. All four statements illustrate that there is a positive correlation with *'Some lecturers are inexperienced and often incompetent'* with a positive Pearson correlation of $r = .451$, followed by *'Lecturers are up to date in their teaching'* with a positive Pearson correlation of $r = .450$, *'The Lecturers make the English programmes interesting'* with a positive Pearson correlation of $r = .322$, and finally *'I like to be taught by both Libyan and foreigner lecturers'* with a positive Pearson correlation of $r = .253$ indicating that there was a strong link between inadequate provision and IT facilities and staff delivery.

Table 5. 45: Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
There is inadequate IT facilities Vs. Library resources are sufficiently available	300	.657**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.45 highlighted one significant correlation from the theme teaching facilities: *'Library resources are sufficiently available'* with a positive Pearson correlation of $r = .657$.

Table 5. 46: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
inadequate IT facilities Vs. Exams are appropriate	300	-.224**	.000
inadequate IT facilities Vs. Regular feedback is given	300	.201**	.000
inadequate IT facilities Vs. Standards comparable	300	-.242**	.000
inadequate IT facilities Vs police enhancing learning	300	.169**	.003

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 5.46 show that two statements were positively correlated with the statement *'There is inadequate provision and IT facilities'* and Assessment. *'Regular*

and constructive feedback is given to students' with a positive Pearson correlation of $r = .201$, and 'All policies are designed with a focus on enhancing and developing a high quality learning environment' with a positive Pearson correlation of $r = .169$. Furthermore, the other two statements were negatively correlated 'The standards of student performance are comparable with similar programmes or subjects in other similar Arab institutions with which you are familiar' with a negative correlation of $r = -.242$, and 'Exams standards are challenging and match the learning objectives' with a negative Pearson correlation. Therefore, this indicates that when the respondents agreed with one statement they were more likely to disagree with the other.

Table 5. 47: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
inadequate IT facilities Vs. difficult to practise English	300	.392**	.000
inadequate IT facilities Vs. environment not conducive	300	.211**	.000
inadequate IT facilities Vs. lack of awareness English	300	.325**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

With regards to the correlation within the statements relating to the English learning environment, Table 5.47 shows that there is a correlation regarding the statement 'There is inadequate provision and IT facilities'. There were three statements out of five which were positively correlated: 'As a student it is difficult to practise English outside the classroom' with a positive Pearson correlation with $r = .392$; 'There is lack of awareness about the importance of learning English' with a positive Pearson correlation of $r = .325$, and 'The environment is not conducive to learning English' with a positive Pearson correlation of $r = .211$.

Table 5. 48: Significant Pearson correlation- student’s motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
English is important Vs. English a universal language	300	.183**	.001
English is important Vs English fulfils academic needs	300	-.227**	.000
English is important Vs enthusiasm for further learning	300	.246**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.48 Significant Pearson correlation- student’s motivation for studying English

Furthermore, Table 5.48 suggests that there is a correlation between ‘*learning English is important for my future career*’ with ‘*Learning English fulfils my academic needs and ambitions*’ which are negatively correlated of $r = -.227$. The other two statements correlate positively ‘*The English programme has stimulated my enthusiasm for further learning*’ with a positive Pearson correlation of $r = .246$ and ‘*I like learning English because it is a universal language*’ with a positive Pearson correlation of $r = .183$.

Table 5. 49 :Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
English is important Vs Teaching methods stimulating	300	-.500**	.000
English is important Vs The programme be reviewed	300	.303**	.000
English is important Vs integrates the four skills	300	-.239**	.000
English is important Vs The workload is appropriate.	300	-.359**	.000
English is important Vs No clear outcomes	300	.343**	.000
English is important Vs based teachers Improvisation	300	.597**	.000
English is important Vs Programme is not student-centred	300	.514**	.000
English is important Vs Doesn’t foster employability skills	300	.450**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.49 demonstrates that there is a correlation between the statement ‘*Learning English is important for my future career*’ with the statements of the theme Structure of the English programmes at Tripoli University. There were eight correlations; however there were three items that correlated negatively: ‘*The learning and teaching methods used for these English programmes are stimulating and interesting*’ with a negative Pearson correlation of $r = -.500$, ‘*The workload for English programme is appropriate*’ with a negative Pearson correlation of $r = -.359$, and ‘*The content of the English programme integrates the four skills (listening-speaking-reading-writing)*’ with

a negative Pearson correlation of $r = -.239$. the remaining five statements significantly correlated: *'The English programme is based on individual teacher's improvisation'* with a positive Pearson correlation of $r = .597$ which indicates a moderate correlation and consequently is considered significant, *'The English language programme at Tripoli University is not student-centred'* of $r = .514$ giving a positive correlation; *'The English language programme at Tripoli University does not foster and encourage the development of professional employability skills'* of $r = .450$ giving a positive Pearson correlation; *'There are no clear outcomes'* with a positive Pearson correlation of $r = .343$, and finally *'The English language programme needs to be reviewed'* of $r = .303$ giving a positive Pearson correlation.

Table 5. 50: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
English is important Vs Lecturers programmes interesting	300	.277**	.000
English is important Vs Lecturers up to Date in teaching	300	-.187**	.001
English is important Vs taught by Libyans and foreigners	300	.552**	.000
English is important Vs lecturers are well prepared	300	-.184**	.001

With regard to the statement relating to staff delivery of the English programme Table 5.50, there were four correlations concerning the statement *'Learning English is important for my future career.'* Two positively correlated in *'I like to be taught by both Libyan and foreigner lecturers'* of $r = .552$ with a positive Pearson correlation and *'The lecturers make the English programmes interesting'* with a positive Pearson correlation of $r = .277$. While there was a negative correlation between the two variables in two statements *'The lecturers are up to date and innovative in their teaching'* with $r = -.187$ with a negative Pearson correlation and *'Lecturers are always well prepared and creative in their delivery'* with a negative Pearson correlation of $r = -.184$.

Table 5. 51: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
English is important for career Vs. As a student it is difficult to practise English outside	300	-.189**	.001
English is important for career Vs. The environment is not conducive	300	.261**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

With regard to the correlation within the statements relating to the English learning environment in Libya, two correlations have occurred in Table 5.51 regarding the statement *'Learning English is important for my future career'*. One correlation was negatively correlated *'As a student it is difficult to practise English outside the classroom'* with a Pearson correlation of $r = -.189$, while *'The environment is not conducive to learning English'* had a positive Pearson correlation of $r = .261$.

Table 5. 52: Significant Pearson correlation- student's motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Contact English speakers vs. understand English	300	.282**	.000
Contact English speakers vs. Able to communicate	300	.248**	.000
Contact with English speakers vs. enthusiasm learning	300	.275**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Correlations occurred between the statement *'Learning English helps me to be able to contact or chat on Facebook with English speakers'* and the statements of students' motivation for studying English. Table 5.52, all three statements were correlated positively *'Learning English helps me understand English songs, movies, newspapers and TV programmes'* of $r = .282$ with a positive Pearson correlation, *'Learning English helps me to be able to communicate with people when I travel to English speaking countries'* with a positive Pearson correlation of $r = .248$, and *'The English programme*

has stimulated my enthusiasm for further learning' with a positive Pearson correlation of $r = .275$.

Table 5. 53: Significant Pearson correlation- structure of English programmes at Tripoli

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Contact English speakers vs acquire knowledge	300	.293**	.000
Contact English speakers vs the aims are appropriate	300	.301**	.000
Contact English speakers vs Programme reviewed	300	-.235**	.000
Contact English speakers vs workload is appropriate.	300	.344**	.000
Contact English speakers vs programme is difficult	300	-.427**	.000
Contact English speakers vs Does not foster skills	300	.290**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, with regard to the correlation regarding the statement '*Learning English helps me to be able to contact or chat on Facebook with English speakers*' relating to the structure of English programmes, there were six correlations out of sixteen as in Table 5.53. Two were correlated: '*The content of the English programme is difficult*' of $r = -.427$ with a negative Pearson correlation and '*The programme needs to be reviewed*' with a negative Pearson correlation of $r = -.235$, which suggests that the stronger the respondents agree that the programme needs to be revised, the less they agree that chatting on Facebook is important in order to be able to contact English speakers. As for the other four statements, they were correlated positively: '*The workload for English programme is appropriate*' with a positive Pearson correlation of $r = .344$; '*The aims and outcomes of English programmes are appropriate for students to learn English*' with a positive Pearson correlation of $r = .301$; '*The content of the material enables me to acquire knowledge and understanding the subject*' of $r = .293$ with a positive Pearson correlation; and finally '*The English programme at Tripoli University does not foster and encourage the development of professional employability skills*' of $r = .290$ with a positive Pearson correlation.

Table 5. 54: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Contact English speakers vs. taught by both	300	-.374**	.000
Contact English speakers vs. lecturers well prepared	300	-.227**	.000
Contact English speakers vs. lecturers motivating	300	-.411**	.000

Table 5.54 shows there is a correlation regarding the statement '*Learning English helps me to be able to contact or chat on Face book with English speakers*' and staff delivery of the English programme. '*The lecturers are dynamic, motivating and devoted to teaching*' had a negative Pearson correlation of $r = -.411$, '*I like to be taught by both Libyan and foreigner lecturers*' had a negative Pearson correlation of $r = -.374$, and '*Lecturers are always well prepared and creative in their delivery*' of $r = -.227$ had a negative Pearson correlation.

Table 5. 55 :Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Able to contact with English speakers vs. Library resources are sufficiently available	300	-.191**	.001

***. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).**

There is a correlation between the statement '*Learning English helps me to be able to contact or chat on Facebook with English speakers*' and teaching facilities. The Pearson correlation concentrates on the relationship that is shown in Table 5.55, which indicates that there is one negative correlation from five '*The library resources and services at the university are sufficiently available*' with a negative Pearson correlation of $r = -.191$.

Table 5. 56: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Contact English speakers vs. Exams are appropriate	300	-.413**	.000
Contact English speakers vs. Regular feedback is given	300	.212**	.000
Contact English speakers vs. Students' Progress monitored	300	-.276**	.000
Contact English speakers vs. exams are appropriate	300	.161**	.005
Contact English speakers vs. clear Assessment criteria	300	.281**	.000
Contact English speakers vs. Exams are challenging	300	-.205**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

With regard to the correlation regarding the statements relating to assessment, there were six Pearson correlations with the statement '*Learning English helps me to be able to contact or chat on Face book with English speakers*' (Table 5.56). Four correlations were negative: '*Exams standards set for the awards are appropriate*' of $r = -.413$; '*Student progress is carefully monitored by all teachers*' of $r = -.276$; '*Regular and constructive feedback is given to students*' of $r = -.212$; and '*Exams standards are challenging and match the learning objectives*' $r = -.205$. Two correlations were positive: '*There are clear assessment criteria and marking schemes*' with $r = .281$, and '*The administration of the examinations, procedures, management of scripts time available for marking and impartiality with which the examinations are conducted are appropriate*' $r = .161$ had a positive Pearson correlation.

Table 5. 57: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Contact English speakers vs. difficult to practise English	300	.177**	.000
Contact English speakers vs. Environment not conducive	300	.326**	.000
Contact English speakers vs. government proactive polices	300	.231**	.000
Contact English speakers vs. lack of awareness	300	.362**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 5.57 show that there were four correlations with the statement *'Learning English helps me to be able to contact or chat on Facebook with English speakers'* and English learning environment in Libya which were all positive: *'There is a lack of awareness about the importance of learning English'* of $r = .362$; *'The environment is not conducive to learning English'* of $r = .362$; *'The government needs proactive policies to promote English'* of $r = .231$; and *'As a student it is difficult to practise English outside the classroom'* with a positive Pearson correlation of $r = .177$.

Table 5. 58 :Significant Pearson correlation- student's motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Understand songs vs. Able to contact speakers	300	.282**	.000
Understand songs vs. Able to communicate	300	.925**	.000
Understand songs vs. A Universal Language	300	.278**	.000
Understand songs vs. Express International issues	300	.508**	.000
Understand songs vs. establish Business relations	300	.450**	.000
Understand songs vs. Academic needs and ambitions	300	.453**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation concentrates on the relationships that are shown in Table 5.58 for each of the variables of students' motivation for studying English. There are five significant correlations with the statement *'Learning English helps me understand English songs, movies, newspapers and TV programmes'* and one strong correlation *'Learning English helps me to be able to communicate with people when I travel to English speaking countries'* of $r = -.925$ with a positive Pearson correlation. Furthermore, from the five remaining there was one moderate correlation of $r = .508$ in *'Learning English helps me to express my points of view regarding international issues'* with a positive Pearson correlation.

Table 5. 59 :Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Understand songs vs. the aims and are appropriate	300	.295**	.000
Understand songs vs. The Programme be revised	300	.335**	.000
Understand songs vs. the Workload are appropriate.	300	.217**	.000
Understand songs vs. the programme is difficult	300	-.243**	.000
Understand songs vs. does not foster employability skills	300	.376**	.000
Understand songs vs. satisfied with the programme	300	.241**	.000
Understand songs vs. no clear Outcomes	300	.300**	.000
Understand songs vs. programme teachers improvisation	300	.466**	.000
Understand songs vs. programme is not student-centred	300	.284**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The findings show in Table 5.59 that there were a total of nine correlations in questions relating to the structure of English programmes at Tripoli University and the statement *'Learning English helps me understand English songs, movies, newspapers and TV programmes'*. Within these nine correlations, one can be identified as a negative Pearson correlation of $r = -.243$ *'The content of the English language programme is difficult'*; while a total of eight statements were positively correlated.

Table 5. 60: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Understand English songs vs. lecturers interesting	300	.174**	.002
Understand English songs vs. lecturers are well prepared	300	-.260**	.000
Understand English songs vs. lecturers inexperienced	300	.178**	.002

Furthermore, only three statements correlated with the statement *'Learning English helps me understand English songs, movies, newspapers and TV programmes'* (table 5.60). Two variables were positively correlated: *'Some lecturers are inexperienced and often incompetent'* of $r = .178$ with a positive Pearson correlation and *'The lecturers make the English programmes interesting'* with $r = .174$. Finally there was a negative Pearson correlation of $r = -.260$ *'Lecturers are always well prepared and creative in their delivery.'*

Table 5. 61: Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Understand English songs vs. Resources available	300	-.317**	.000
Understand English songs vs. inadequate IT facilities	300	.369**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.61 reveals that there is a correlation between the statement '*Learning English helps me understand English songs, movies, newspapers and TV programmes*' and teaching facilities. Two variables correlated with the statement above: one positive Pearson correlation in '*There is inadequate provision and IT facilities*' of $r = .362$, and one negative '*The library resources and services at the university are sufficiently available*' with a negative Pearson correlation of $r = -.317$.

Table 5. 62: Significant Pearson correlation-Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Understand English songs vs. Exams standards appropriate	300	-.413**	.000
Understand English songs vs. Regular feedback is given	300	.257**	.000
Understand English songs vs. Exams are challenging	300	.320**	.000
Understand English songs vs. policies to enhance learning	300	.338**	.000

The results in Table 5.62 indicate that there were four correlations with the statement '*Learning English helps me understand English songs, movies, newspapers and TV programmes*' with assessment. Out of ten, one was negatively correlated '*Exams standards set for the awards are appropriate*' with a negative Pearson correlation of $r = -.413$. However, the Pearson correlation does reveal a positive correlation in responses to the statements '*All policies are designed with a focus on enhancing and developing a high quality learning environment*' of $r = .338$, '*Exams standards are challenging and match the learning objectives*' of $r = .320$, and '*Regular and*

constructive feedback is given to students' with a positive Pearson correlation of $r = .257$.

Table 5. 63: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Understand songs vs. difficult to practise English	300	.670**	.000
Understand songs vs. Environment not conducive	300	.326**	.000
Understand songs vs. Government proactive polices	300	.206**	.000
Understand songs vs. Lack of awareness	300	.470**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The findings in Table 5.63 show that there were four correlations with statements relating to the learning environment in Libya and the statement '*Learning English helps me understand English songs, movies, newspapers and TV programmes*'. Within these correlations there was one moderate correlation '*As a student it is difficult to practise English outside the classroom*' with a positive Pearson correlation of $r = .670$, thus indicating that there is a link between understanding English songs and being able to practise English outside the classroom.

Table 5. 64: Significant Pearson correlation- student's motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Match my expectations vs. future career	300	-.377**	.000
Match my expectations vs. A Universal Language	300	.206**	.000
Match my expectations vs. establish Business relations	300	.209**	.000
Match my expectations vs. enthusiasm for learning	300	-.220**	.000

The results in Table 5.64 show that there is a correlation between the statement '*The contents of the English programme match my expectations*' and the statements of students' motivation for studying English. Four statements out of nine were correlated while two statements had a positive correlation: '*I like learning English because it is a universal language*' with a positive Pearson correlation of $r = .206$ and '*Learning English helps me to establish business relations with English speakers*' with a positive

Pearson correlation of $r = .209$. However, the two other statements had a negative correlation: *'Learning English is important for my future career'* with a negative Pearson correlation of $r = -.377$ and *'The English programme has stimulated my enthusiasm for further learning'* with a negative Pearson correlation.

Table 5. 65: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Match my expectations vs. the aims are appropriate	300	.314**	.000
Match my expectations vs. satisfied with the programme	300	.363**	.000
Match my expectations vs. no clear Outcomes	300	-.240**	.000
Match my expectations vs. based teachers improvisation	300	.412**	.000
Match my expectations vs. teaching methods	300	.412**	.000
Match my expectations vs. well-structured	300	.623**	.000
Match my expectations vs. acquire knowledge	300	.366**	.000
Match my expectations vs. lecturers are prepared	300	.404**	.000
Match my expectations vs. motivating in teaching	300	.189**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.65 illustrates that there is a correlation regarding the statement *'The contents of the English programme match my expectations'*. With the statements under the theme structure of the English programmes at Tripoli University, there are eight correlations. One statement was negatively correlated *'There are no clear outcomes'* with a negative Pearson correlation of $r = -.240$, while seven of them were positive. The highest correlation *'The content of the English programme is well structured'* with a positive Pearson correlation of $r = .623$.

Table 5. 66: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Match my expectations vs. lecturers pro. Interesting	300	.317**	.000
Match my expectations vs. lecturers are well prepared	300	.471**	.000
Match my expectations vs. lecturers are inexperienced	300	.165**	.004
Match my expectations vs. lecturers are up to date	300	.394**	.000

With regard to the correlations shown in Table 5.66, four out of five were positively correlated with the statement *'The contents of the English programme match my expectations'* and staff delivery of the English programme: *'The lecturers are up to date*

and innovative in their teaching’ with a positive Pearson correlation of $r = .394$; ‘Lecturers are always well prepared and creative in their delivery’ with a positive Pearson correlation of $r = .471$; ‘The lecturers make the English programmes interesting’ of $r = .317$; and finally ‘Some lecturers are inexperienced and often incompetent’ of $r = .165$.

Table 5. 67: Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Match my expectations vs. resources are available	300	.288**	.000
Match my expectations vs. students in classroom	300	.275**	.000
Match my expectations vs. collaborative learning	300	.507**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.67 reveals there is a correlation between the statement ‘*The contents of the English programme match my expectations*’ and teaching facilities. There were positive correlations for all three statements: ‘*The English Department promotes a collaborative learning environment*’ with a moderate positive Pearson correlation of $r = .507$. (This suggests that where respondents agreed with one statement they were likely to agree with the other); ‘*The Library resources and services at the university are sufficiently available*’ of $r = .288$; and ‘*The number of students in the classroom is acceptable*’ of $r = .275$.

Table 5. 68: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Match my expectations vs. Exams are appropriate	300	.330**	.000
Match my expectations vs. Regular feedback is	300	.652**	.000
Match my expectations vs. Exam Are challenging	300	.356**	.000
Match my expectations vs. Clear assessment	300	-.340**	.000
Match my expectations vs. Exams are suitable	300	.443**	.000
Match my expectations vs. range of assessment	300	.618**	.000
Match my expectations vs. Administration of exams	300	.272**	.000
Match my expectations vs. students’ progress	300	.257**	.000

The Pearson correlation concentrates on the relationships that are shown in Table 5.68 for each statement of the variables with assessment and *'The contents of the English programme match my expectations'*. There were eight significant correlations. Seven of them were positively correlated and the highest correlation was *'Regular and constructive feedback is given to students'* with a positive Pearson correlation of $r = .652$, and *'There is a wide range of assessment practices'* with $r = .618$. Five correlations can be considered weak with scores less than .5; $r = .443$, $r = .356$, $r = .330$, $r = .272$, $r = .257$. However, there was one negative correlation *'There are clear assessment criteria and marking schemes'* with a negative Pearson correlation of $r = -.340$, which again suggests that the more respondents agree that the content of the programme matches their expectations, the less they agree that there are clear assessment criteria.

Table 5. 69: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Match my expectations vs. difficult to practise English	300	-.225**	.000
Match my expectations vs. environment is not conducive	300	-.202**	.000
Match my expectations vs. government proactive policies	300	.206**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 5.69 show that there were three correlations with the statement *'The contents of the English programme match my expectations'* and English learning environment in Libya. Two were negatively correlated: *'As a student it is difficult to practise English outside the classroom'* with a negative Pearson correlation of $r = -.225$, and *'The environment is not conducive to learning English'* with a negative Pearson correlation of $r = -.202$, This illustrates that the respondents who selected agree and strongly agree with the statement the contents of the programme match their

expectations disagreed with the other two statements as shown above (Table 5.60).

'The government needs proactive policies to promote English' with a positive Pearson correlation of $r = .206$.

Table 5. 70: Significant Pearson correlation- student's motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme well-structured vs. future career	300	-.340**	.000
Programme well-structured vs. establish Business relations with English speakers	300	.346**	.000
Programme well-structured vs. enthusiasm learning	300	-.220**	.000
Programme well-structured vs. Academic needs	300	.347**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

As Table 5.70 shows, there is a correlation between the statement *'The content of the English programme is well structured'* and the statements of students' motivation for studying English. The Pearson correlation coefficient identified four variables which were significant. Two were negatively correlated: *'Learning English is important for my future career'* with a negative Pearson correlation of $r = -.340$ and *'The English programme has stimulated my enthusiasm for further learning'* with a negative Pearson correlation of $r = -.220$. This reveals that where respondents agreed with one statement they were likely to disagree with the other. There were two positive correlations *'Learning English helps me to establish business relations with English speakers'* of $r = .346$ and *'Learning English fulfils my academic needs and ambitions'* with a positive Pearson correlation of $r = .347$.

Table 5. 71: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme well-structured vs. the aims are appropriate	300	.603**	.000
Programme well-structured vs. satisfied programme	300	.433**	.000
Programme well-structured vs. no clear Outcomes	300	-.285**	.000
Programme well-structured vs. not Student –centred	300	-.259**	.000
Programme well-structured vs. teaching methods	300	.485**	.000
Programme well-structured vs. employability skills	300	-.221**	.000
Programme well-structured vs. acquire knowledge	300	.557**	.000
Programme well-structured vs. lecturers are prepared	300	.509**	.000
Programme well-structured vs. motivating in teaching	300	.302**	.000
Programme well-structured vs. match my expectations	300	.623**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The findings shown in Table 5.71 illustrate that there were correlations between the statement *‘The content of the English programme is well structured’* and the theme Structure of the English programmes at Tripoli University. There were ten correlations and four of them were moderate: the highest was *‘The contents of the English language programme match my expectations’* with a positive Pearson correlation of $r = .623$ than, *‘The aims and outcomes of English programmes are appropriate for students to learn English’* with $r = .603$, *‘The content of the material enables me to acquire knowledge and understanding of the subject’* with $r = .557$ and *‘The lecturers are well prepared and experts in the subject area’* with $r = .509$. Furthermore, three statements were negatively correlated: *‘There are no clear outcomes’* with a negative Pearson correlation of $r = -.285$, *‘The English language programme at Tripoli University is not student-centred’* with $r = -.259$, and *‘The English language programme at Tripoli University does not foster and encourage the development of professional employability skills’* with $r = -.221$.

Table 5. 72: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme well-structured vs. lecturers pro. Interesting	300	.314**	.000
Programme well-structured vs. lecturers are well prepared	300	.379**	.000
Programme well-structured vs. lecturers are inexperienced	300	-.276**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.72 shows there are correlations between the statement *'The content of the English programme is well structured'* and staff delivery of the English programme. There was one negative correlation *'Some lecturers are inexperienced and often incompetent'* with a negative Pearson correlation with $r = -.276$. Two were positively correlated with $r = .379$ and $r = .314$.

Table 5. 73: Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme well-structured vs. number of students	300	.287**	.000
Programme well-structured vs. collaborative learning	300	.354**	.000

Furthermore, Table 5.73 reveals that there was a correlation between the statement *'The content of the English programme is well structured'* and teaching facilities. Both variables were positively correlated *'The number of students in the classroom is acceptable'* with a positive Pearson correlation of $r = .354$ and *'The English Department promotes a collaborative learning environment'* with a positive Pearson correlation of $r = .287$.

Table 5. 74: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme well-structured vs. Exams are appropriate	300	.464**	.000
Programme well-structured vs. Regular feedback is	300	.456**	.000
Programme well-structured vs. Exam Are challenging	300	.356**	.000
Programme well-structured vs. Clear assessment	300	-.458**	.000
Programme well-structured vs. range of assessment	300	.527**	.000
Programme well-structured vs. Administration exams	300	.455**	.000
Programme well-structured vs. students' progress	300	.522**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.74 indicates that there is a correlation between the statements *'The content of the English programme is well structured'* and Assessment.

Within these correlations, there were two correlations that were moderate *'There is a wide range of assessment practices'* with a positive Pearson correlation of $r = .527$ and

'Student progress is carefully monitored by all teachers' with $r = .522$. One negative correlation occurred 'There are clear assessment criteria and marking schemes' with a negative Pearson correlation of $r = -.458$.

Table 5. 75: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme well-structured vs. environment not conducive	300	-.449**	.000
Programme well-structured vs. government proactive policies	300	.388**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.75 shows that there was a correlation between the statement 'The content of the English programme is well structured' and English learning environment in Libya.

Two variables were correlated: one negative 'The environment is not conducive to learning English' with a negative Pearson correlation of $r = -.449$ and a positive Pearson correlation 'The government needs proactive policies to promote English' with $r = .388$.

Table 5. 76: Significant Pearson correlation- student's motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme reviewed vs. Contact English speakers	300	-.235**	.000
Programme reviewed vs. A Universal Language	300	.637**	.000
Programme reviewed vs. understand English songs	300	.335**	.000
Programme reviewed vs. enthusiasm for learning	300	-.238**	.000
Programme reviewed vs. Express issues	300	.576**	.000
Programme reviewed vs. Academic needs	300	.320**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Through analysis of the responses to the questions on students' motivation for studying English and 'The English language programme needs to be reviewed' (table 5.76), it is apparent that there were two negative correlations when analysed 'The English programme has stimulated my enthusiasm for further learning' with a negative Pearson correlation of $r = -.238$, and 'Learning English helps me to be able to contact or chat on Facebook with English speakers' with a negative Pearson correlation of $r = -$

.235. However, the Pearson correlation does reveal a positive correlation in response to the statements '*I like learning English because it is a universal language*' with a high positive Pearson correlation of $r = .637$, a moderate correlation was with '*Learning English helps me to express my points of view regarding international issues*' with $r = .576$.

Table 5. 77: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme reviewed vs. no clear Outcomes	300	.360**	.000
Programme reviewed vs. not Student –centred	300	.343**	.000
Programme reviewed vs. employability skills	300	.204**	.000
Programme reviewed vs. acquire knowledge	300	.193**	.001
Programme reviewed vs. integrates four skills	300	.422**	.000
Programme reviewed vs. programme is difficult	300	.224**	.000
Programme reviewed vs. workload is appropriate	300	.244**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.77 illustrates that there were correlations relating to the statement '*The English language programme needs to be reviewed*'. The findings show that there were seven correlations in statements relating to the structure of English programmes. Within these seven correlations, two of the correlations were negative '*The content of the English programme integrates the four skills (listening, speaking, reading, and writing)*' with a negative Pearson correlation with $r = -.422$ and '*The workload for English programme is appropriate*' with $r = -.244$. However, there were positive correlations for the rest of the statements of $r = .360$, $r = .343$, $r = .224$, $r = .204$, and $r = .193$. This suggests that where respondents agreed that the programme needs to be reviewed, they were likely to agree with the others.

Table 5. 78: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme reviewed vs. taught by Libyan and foreigners	300	.342**	.000
Programme reviewed vs. lecturers are inexperienced	300	.309**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, Table 5.78 suggests that there were two positive correlations between the variables '*I like to be taught by both Libyan and foreigner lecturers*' with a positive Pearson correlation with $r = .342$ and '*Some lecturers are inexperienced and often incompetent*' with $r = .309$.

Table 5. 79: Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme reviewed vs. inadequate IT facilities	300	-.243**	.000
Programme reviewed vs. Library resources available	300	.354**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.79 indicates that there is a correlation between the statement '*The English language programme needs to be reviewed*' and teaching facilities. There were two correlations out of five: one negative '*There is inadequate provision and IT facilities*' with a negative Pearson correlation of $r = -.243$. This shows that the respondents who selected agree or strongly agree that the programme needs to be reviewed, were likely to disagree with the other.

Table 5. 80: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme reviewed vs. Exams are appropriate	300	-.211**	.000
Programme reviewed vs. Regular feedback is given	300	.166**	.004
Programme reviewed vs. Administration exams	300	-.296**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

As Table 5.80 shows, there is a correlation between the statement '*The English language programme needs to be reviewed*' and Assessment. The correlations within the statements relating to assessment show that there were three correlations: two were correlated negatively '*The administration of the examinations, procedures, management of scripts, time available for marking and impartiality with which the*

examinations are conducted are appropriate’ with a negative Pearson correlation of $r = -.296$, and *‘Exams standards set for the awards are appropriate*’ with a negative Pearson correlation. Thus, there was one positive Pearson correlation *‘Regular and constructive feedback is given to students’* with $r = .166$.

Table 5. 81: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme reviewed vs. difficult to practise outside	300	.353**	.000
Programme reviewed vs. lack of awareness	300	.405**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.81 shows that there is a correlation between the statement *‘The English language programme needs to be reviewed’* and English learning environment in Libya. Two correlations were positive *‘As a student it is difficult to practise English outside the classroom’* with a positive Pearson correlation of $r = .353$ and *‘There is a lack of awareness about the importance of learning English’* with $r = .405$. This suggests that there is a strong level of agreement between these two statements.

Table 5. 82: Significant Pearson correlation- students’ motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme is difficult vs. establish relations speakers	300	-.242**	.000
Programme is difficult vs. enthusiasm learning	300	-.302**	.000
Programme is difficult vs. Academic needs	300	.424**	.000
Programme is difficult vs. able to communicate	300	-.330**	.000
Programme is difficult vs. understand English songs	300	-.243**	.000
Programme is difficult vs. able to contact English speakers	300	-.427**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

With regard to the correlations within the statements relating to students’ motivation for studying English (Table 5.82) there were six correlations that were significant and presented a negative correlation with $r = -.427$, $r = -.424$, $r = -.330$, $r = -.302$, $r = -.243$ and finally $r = -.242$ with negative Pearson correlations. Therefore, this revealed that

when the respondents agreed with one statement which is the programme is difficult; they were more likely to disagree with the others.

Table 5. 83: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme is difficult vs. acquire knowledge	300	-.272**	.000
Programme is difficult vs. workload is appropriate	300	-.233**	.000
Programme is difficult vs. needs to be reviewed	300	.224**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.83 illustrates that there is a correlation between the statement *'The content of the English programme is difficult'*, with the following statements under the theme Structure of the English programmes at Tripoli University. The findings show that there were three correlations out of sixteen. Two were negatively correlated: *'The content of the material enables me to acquire knowledge and understanding of the subject'* with a negative Pearson correlation of $r = -.272$, and *'The workload for English programme is appropriate'* with $r = -.233$. There was one positive correlation: *'The English language programme needs to be reviewed'* with a positive Pearson correlation of $r = .224$, which shows that these statements were answered similarly.

Table 5. 84: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme is difficult vs. taught by Libyan and foreigners	300	.350**	.000
Programme is difficult vs. lecturers are inexperienced	300	-.296**	.000
Programme is difficult vs. lecturers are well prepared	300	.226**	.000
Programme is difficult vs. lecturers programmes interesting	300	-.280**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 5.84 show that there were four correlations within the statements relating to staff delivery and *'The content of the English programme is difficult'*: *'I like to be taught by both Libyan and foreigner lecturers'* with a positive Pearson correlation of $r = .350$ and *'Lecturers are always well prepared and creative in their delivery'* with r

= .226. However, two negative correlations also occurred: *'Some lecturers are inexperienced and often incompetent'* with a negative Pearson correlation of $r = -.296$ and *'The lecturers make the English programmes interesting'* with $r = -.280$.

Table 5. 85: Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme is difficult vs. Library resources available	300	.179**	.002

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.85 reveals there is a correlation between the statement *'The content of the English programme is difficult'* and teaching facilities. One correlation occurred with teaching facilities which was *'The library resources and services at the university are sufficiently available'* with a positive Pearson correlation of $r = .179$ with a .002 level of significance.

Table 5. 86: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme is difficult vs. assessment are suitable	300	-.368**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The results show (Table 5.86) that there is only one negative correlation: *'Assessment within and across the different exam components are suitable and adequately varied'* with a negative Pearson correlation of $r = -.368$.

Table 5. 87: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Programme is difficult vs. difficult to practise outside	300	-.245**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, Table 5.87 demonstrates that there is a correlation between the statement *'The English language programme needs to be reviewed'* and the English learning environment in Libya. There was a negative correlation between the two variables *'As a student it is difficult to practice English outside the classroom'* with a negative Pearson correlation of $r = -.245$.

Table 5. 88: Significant Pearson correlation- students' motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Satisfied with the pro vs. establish relations	300	.557**	.000
Satisfied with the pro vs. enthusiasm learning	300	.438**	.000
Satisfied with the pro vs. Academic needs	300	.189**	.001
Satisfied with the pro vs. able to communicate	300	.212**	.000
Satisfied with the pro. vs. understand English songs	300	.241**	.000
Satisfied with the pro vs. important for future career	300	.373**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.88 reveals that there is a correlation between the statement *'Overall I am satisfied with the quality of the English language programme'* and the statements of students' motivation for studying English. Through analysis of the responses to the statements on students' motivation, it appears that there were six positive correlations with one moderate correlation *'Learning English helps me to establish business relations with English speakers'* with a positive Pearson correlation of $r = .557$.

Table 5. 89: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Satisfied with the pro. vs. no clear Outcomes	300	-.226**	.000
Satisfied with the pro vs. match my expectations	300	.363**	.000
Satisfied with the pro vs. teaching methods	300	.562**	.000
Satisfied with the pro vs. acquire knowledge	300	.584**	.000
Satisfied with the pro vs. aims are appropriate	300	.566**	.000
Satisfied with the pro vs. programme well-structured	300	.224**	.000
Satisfied with the pro vs. workload is appropriate	300	-.205**	.000
Satisfied with the pro vs. lecturers well-prepared	300	.204**	.000
Satisfied with the pro vs. teachers' improvisation	300	.173**	.003
Satisfied with the pro vs. not student-centred	300	-.270**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The findings shown in Table 5.89 indicate that ten out of sixteen statements were correlated. Three statements were correlated negatively: *'The English language programme at Tripoli University is not student-centred'* with $r = -.270$; *'There are no clear outcomes'* with $r = -.226$; and *'The workload for English programme is appropriate'* with $r = -.205$. However, seven were positively correlated, with the highest moderate correlation being *'The content of the material enables me to acquire knowledge and understanding of the subject'* with a positive Pearson correlation of $r = .584$, $r = .566$, $r = .562$.

Table 5. 90: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Satisfied with the pro vs. taught by Libyan and foreigners	300	.353**	.000
Satisfied with the pro vs. lecturers are up to date	300	.347**	.000
Satisfied with the pro vs. lecturers are well prepared	300	.384**	.000
Satisfied with the pro vs. lecturers programmes interesting	300	.656**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.90 indicates that there are correlations between the statement *'Overall I am satisfied with the quality of the English language programme'* and staff delivery of the English programme. Furthermore, there were four correlations: the highest moderate correlation was *'The lecturers make the English programmes interesting'* with a positive Pearson correlation with $r = .656$ followed by, $r = .384$, $r = .353$, and $r = .347$. Therefore, this suggests that if respondents agreed with one statement they were likely to agree with the other.

Table 5. 91: Significant Pearson correlation- Teaching Facilities

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Satisfied with the pro vs. Library resources available	300	.171**	.003
Satisfied with the pro vs. number of students	300	.185**	.001

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 5.91 highlight that there were two positive correlations with $r = .185$ and $r = .171$ with the statement *'Overall I am satisfied with the quality of the English language programme'* and teaching facilities.

Table 5. 92: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Satisfied with the pro vs. Exams are appropriate	300	.360**	.000
Satisfied with the pro vs. Regular feedback is	300	.722**	.000
Satisfied with the pro vs. Exam Are challenging	300	.367**	.000
Satisfied with the pro vs. assessment are suitable	300	.503**	.000
Satisfied with the pro vs. range of assessment	300	.597**	.000
Satisfied with the pro vs. Administration exams	300	.395**	.000
Satisfied with the pro vs. students' progress	300	.372**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.92 indicates that there are correlations between the statement *'Overall I am satisfied with the quality of the English language programme'* and Assessment. The findings reveal that there were seven positive correlations. The strongest of the moderate correlations was *'Regular and constructive feedback is given to students'* with a positive Pearson correlation of $r = .722$, followed by *'There is a wide range of assessment practices'* with $r = .597$, and *'Assessment within and across the different exam components are suitable and adequately varied'* with $r = .503$.

Table 5. 93: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Satisfied with the pro vs. Newspapers available	300	.361**	.000
Satisfied with the pro vs. lack of awareness	300	-.188**	.001
Satisfied with the pro vs. government proactive policies	300	.514**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

With regards to the statements relating to the English environment, Table 5.93 shows that there are correlations between the statement *'Overall I am satisfied with the quality of the English language programme'* and English learning environment in Libya.

Three correlations occurred. Two were positive and one was negative. *'The government needs proactive policies to promote English'* with a positive Pearson correlation of $r = .514$, and *'English newspapers and magazines are available in local shops'* with $r = .361$. There was a negative Pearson correlation with $r = -.188$ for *'There is a lack of awareness about the importance of learning English'*.

Table 5. 94: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
No clear Outcomes vs. Match my expectations	300	.240**	.000
No clear Outcomes vs. teaching methods	300	-.223**	.000
No clear Outcomes vs. acquire knowledge	300	-.513**	.000
No clear Outcomes vs. programme well-structured	300	-.285**	.000
No clear Outcomes vs. programme reviewed	300	.360**	.000
No clear Outcomes vs. lecturers are motivating	300	-.334**	.000
No clear Outcomes vs. overall satisfied	300	-.226**	.000
No clear Outcomes vs. not student centred	300	.777**	.000
No clear Outcomes vs. does not foster skills	300	.565**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.94 illustrates that there are correlations with the statement *'There are no clear outcomes'* relating to structure of the programme. Five correlations were negative: *'The content of the material enables me to acquire knowledge and understanding of the subject'* with a negative Pearson correlation of $r = -.513$, $r = -.334$, $r = -.285$, $r = -.226$, $r = -.223$. However, two correlations are either moderate to strong. *'The English programme at Tripoli University is not student-centred'* with a positive Pearson correlation of $r = .777$ and *'The English language programme neither fosters nor encourages the development of professional employability skills'* with $r = .565$. Therefore, this suggests that if respondents agree with one statement they were likely to agree with the others.

Table 5. 95: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
No clear Outcomes vs. lecturers are well prepared	300	-.563**	.000
No clear Outcomes vs. lecturers programmes interesting	300	-.351**	.000
No clear Outcomes vs. lecturers are inexperienced	300	.376**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.95 shows there are correlations between the statement *'There are no clear outcomes'* and staff delivery of the English programme. Two variables in the table above show that there were two negative correlations: *'Lecturers are always well prepared and creative in their delivery'* with a negative moderate Pearson correlation of $r = -.563$ which is considered significant and *'The lecturers make the English programme interesting'* with a negative Pearson correlation of $r = -.351$. There was one positive Pearson correlation with $r = .376$ *'Some lecturers are inexperienced and often incompetent'*.

Table 5. 96: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
No clear Outcomes vs. Exams are appropriate	300	-.664**	.000
No clear Outcomes vs. Regular feedback is	300	.280**	.000
No clear Outcomes vs. Exam Are challenging	300	-.408**	.000
No clear Outcomes vs. assessment are suitable	300	.282**	.000
No clear Outcomes vs. range of assessment	300	-.432**	.000
No clear Outcomes vs. Administration exams	300	-.178**	.002
No clear Outcomes vs. students' progress	300	-.535**	.000
No clear Outcomes vs. students' performance	300	-.474**	.000
No clear Outcomes vs. all policies enhance learning	300	.568**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, table 5.96 indicates that there were correlations between the statement *'There are no clear outcomes'* and Assessment. Seven negative correlations are shown within the table. The highest correlation was in *'Exams standards set for the awards are appropriate'* with a negative Pearson correlation of $r = -.664$ then *'All policies are designed with a focus on enhancing and developing a high quality learning environment'* with $r = -.568$, and following *'Student progress is carefully monitored by*

all teachers' with $r = -.535$. In addition, one positive correlation occurred '*Regular and constructive feedback is given to students'* with a positive Pearson correlation of $r = .280$.

Table 5. 97: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Clear assessment criteria vs. Match my expectations	300	-.340**	.000
Clear assessment criteria vs. teaching methods	300	-.346**	.000
Clear assessment criteria vs. acquire knowledge	300	-.171**	.003
Clear assessment criteria vs. programme structured	300	-.458**	.000
Clear assessment criteria vs. No clear Outcomes	300	.408**	.000
Clear assessment criteria vs. lecturers are motivating	300	.392**	.000
Clear assessment criteria vs. overall satisfied	300	.367**	.000
Clear assessment criteria vs. aims appropriate	300	-.295**	.000
Clear assessment criteria vs. workload is appropriate	300	.195**	.001
Clear assessment criteria vs. teachers' improvisation	300	.218**	.000
Clear assessment criteria vs. not student centred	300	-.310**	.000
Clear assessment criteria vs. employability skills	300	-.173**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

With respect to the correlations regarding the statements relating to programme structure, Table 5.97 illustrates that there were correlations with the statement '*There are clear assessment criteria and marking schemes'*. There were twelve correlations out of sixteen and nine of them can be considered negative. This illustrates that if respondents agreed with one statement, they were likely to disagree with the other. There were three that were positively correlated which indicate that if respondents agreed with one statement they were likely to agree with the other.

Table 5. 98: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Practise English vs. Match my expectations	300	-.225**	.000
Practise English vs. teaching methods	300	-.280**	.000
Practise English vs. No clear Outcomes	300	.546**	.000
Practise English vs. aims and outcomes	300	.221**	.000
Practise English vs. programme reviewed	300	.353**	.000
Practise English vs. integrates four skills	300	-.244**	.000
Practise English vs. programme is difficult	300	-.245**	.000
Practise English vs. not student centred	300	.370**	.000
Practise English vs .does not foster skills	300	.326**	.000
Practise English vs. teachers improvisation	300	.251**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.98 reveals that there were correlations between the statement *'As a student it is difficult to practise English outside the classroom'* with Structure of the English programmes at Tripoli University. There were ten correlations out of sixteen, four of these were negative *'The learning and teaching methods used for these English programmes are stimulating and interesting'* with a negative Pearson correlation of $r = -.280$; *'The content of the English programme is difficult'* with $r = -.245$; *'The content of the English programme integrates the four skills'* with $r = -.244$; and *'The contents of the English programme match my expectations'* with a negative Pearson correlation of $r = -.225$. This indicates that when the variables are negatively correlated which represent that the respondents who selected agree with the statement that is being correlated, disagreed with the rest of the variables or statements. Thus, there were six positive correlations, with a moderate correlation *'There are no clear outcomes'* with a positive Pearson correlation of $r = .546$. This suggests that if respondents agree with one statement they were likely to agree with the other.

Table 5. 99: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Practise English vs. lecturers are well prepared	300	-.452**	.001
Practise English vs. lecturers programmes interesting	300	-.191**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The results in the Table 5.99 show that there were two negative correlations with the statement *'As a student it is difficult to practise English outside the classroom'* and *'Lecturers are always well prepared and creative in their delivery'* with a negative Pearson correlation of $r = -.452$, and *'The lecturers make the English programmes interesting'* with $r = -.191$.

Table 5. 100: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Practise English vs. Library resources available	300	-.348**	.000
Practise English vs. number of students	300	-.286**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.100 reveals there is a correlation between the statement *'As a student it is difficult to practise English outside the classroom'* and teaching facilities. Two correlations occurred and were negative *'The library resources and services at the university are sufficiently available'* with a negative Pearson correlation of $r = -.348$, and *'The number of students in the classroom is acceptable'* with $r = -.286$.

Table 5. 101: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Practise English vs. Exams are appropriate	300	-.448**	.000
Practise English vs. Exam are challenging	300	-.224**	.000
Practise English vs. assessment are suitable	300	-.227**	.000
Practise English vs. range of assessment	300	-.238**	.000
Practise English vs. clear assessment criteria	300	-.218**	.000
Practise English vs. students' performance	300	-.418**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, Table 5.101 indicates that there were correlations between the statement *'As a student it is difficult to practise English outside the classroom'* and Assessment. Six statements were negatively correlated out of ten with Assessment: *'Exams standards set for the awards are appropriate'* with a negative Pearson correlation of $r = -.448$. This highlights that if respondents agreed with one statement, they were likely to disagree with the other.

Table 5. 102: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Environment not conducive vs.my expectations	300	-.202**	.000
Environment not conducive vs. teaching methods	300	-.363**	.000
Environment not conducive vs. well-structured	300	-.449**	.000
Environment not conducive vs. acquire knowledge	300	-.337**	.000
Environment not conducive vs. integrates four skills	300	-.262**	.000
Environment not conducive vs. workload	300	-.180**	.002
Environment not conducive vs. lecturers prepared	300	.218**	.000

***. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).**

With regard to the correlations, Table 5.102 illustrates that there were correlations between the statement *'The environment is not conducive to learning English'* within the statements relating to structure of English programmes. There were seven correlations that were significant and negatively correlated. *'The content of the English programme is well structured'* with a negative Pearson correlation of $r = -.449$, $r = -.337$, $r = -.262$, $r = -.218$, $r = -.202$, and $r = -.180$.

Table 5. 103: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Environment not conducive vs. Exams appropriate	300	-.692**	.000
Environment not conducive vs. Exams challenging	300	-.471**	.000
Environment not conducive vs. assessment suitable	300	-.516**	.000
Environment not conducive vs. range of assessment	300	-.417**	.000
Environment not conducive vs. regular feedback	300	.344**	.000
Environment not conducive vs. students' performance	300	-.386**	.000
Environment not conducive vs. students' progress	300	.548**	.000
Environment not conducive vs. enhancing learning	300	.593**	.000

***. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).**

Through analysis of the responses to the questions on respondents' beliefs of Assessment Table 5.103 indicates that there were correlations regarding the statement *'The environment is not conducive to learning English'*. It is apparent that

all eight statements were correlated negatively. The highest correlation was *'Exams standards set for the awards are appropriate'* with a negative Pearson correlation of $r = -.692$, followed by three moderate correlations in: *'All policies are designed with a focus on enhancing and developing a high quality learning environment'* with $r = -.593$; *'Student progress is carefully monitored by all teachers'* with $r = -.548$; and *'Assessment within and across the different exam components are suitable and adequately varied'* with a negative Pearson correlation of $r = -.516$.

Table 5. 104: Significant Pearson correlation- student's motivation for studying English

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Lack of awareness vs. contact English speakers	300	.281**	.000
lack of awareness vs. a universal language	300	.430**	.000
lack of awareness vs. Academic needs	300	.396**	.001
lack of awareness vs. able to communicate	300	.435**	.000
lack of awareness vs. understand English songs	300	.470**	.000
lack of awareness vs. international issues	300	.508**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The findings in Table 5.104 show that there were a total of six correlations in questions relating to students' motivation towards learning English with *'There is lack of awareness about the importance of learning English'*. One correlation can be considered moderate *'Learning English helps me to express my points of view regarding international issues'* with a positive Pearson correlation of $r = .508$.

Table 5. 105: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Lack of awareness vs. teaching methods	300	-.297**	.000
Lack of awareness vs. programme reviewed	300	.405**	.000
Lack of awareness vs. acquire knowledge	300	-.292**	.000
Lack of awareness vs. integrates four skills	300	-.244**	.000
Lack of awareness vs. lecturers motivating	300	-.288**	.000
Lack of awareness vs. overall satisfied	300	.188**	.001
Lack of awareness vs. no clear outcomes	300	.628**	.000
Lack of awareness vs. teachers' improvisation	300	.285**	.000
Lack of awareness vs. not student-centred	300	.752**	.000
Lack of awareness vs. does not foster employability	300	.468**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

With regard to the correlations regarding the statements relating to structure of the English programme (Table 5.105), with the statement *'There is a lack of awareness about the importance of learning English'* there were ten correlations. Five of them were positive while two of them can be considered high: *'There are no clear outcomes'* with a positive Pearson correlation of $r = .628$, and *'The English programme at Tripoli University is not student-centred'* with a strong Pearson correlation of $r = .752$. In addition, there were also five negative correlations *'The learning and teaching methods used for these English programmes are stimulating and interesting'* with a negative Pearson correlation of $r = -.297$. This highlights that if the respondents agreed with the statement 'lack of awareness' they were likely to disagree with all five statements.

Table 5. 106: Significant Pearson correlation- Assessment

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Lack of awareness vs. Exams appropriate	300	-.506**	.000
Lack of awareness vs. Exams challenging	300	-.381**	.000
Lack of awareness vs. assessment suitable	300	-.285**	.000
Lack of awareness vs. range of assessment	300	-.245**	.000
Lack of awareness vs. regular feedback	300	-.264**	.000
Lack of awareness vs. students' performance	300	-.263**	.000
Lack of awareness vs. students' progress	300	-.256**	.000
Lack of awareness vs. enhancing learning	300	-.481**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 5.106 indicates that there were correlations between the statement *'There is a lack of awareness about the importance of learning English'* and Assessment. The results show that there were eight negative correlations. There were two moderate correlation *'Exams standards set for the awards are appropriate'* with a negative Pearson correlation of $r = -.506$, and *'All polices are designed with a focus on enhancing and developing a high quality learning environment'* with $r = -.481$.

Table 5. 107: Significant Pearson correlation- Staff delivery of the English programme

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Lack of awareness vs. lecturers are well prepared	300	-.696**	.000
Lack of awareness vs. lecturers programmes interesting	300	-.278**	.000
Lack of awareness vs. taught by both Libyan an foreigners	300	.190**	.001
Lack of awareness vs. lecturers are inexperienced	300	.401**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Four correlations in Table 5.107 occurred with staff delivery and the statement *'There is a lack of awareness about the importance of learning English'*. Two positive and two negative were found the highest correlations were *'Lecturers are always well prepared and creative in their delivery'* with a negative Pearson correlation of $r = -.696$, and *'Some lecturers are inexperienced and often incompetent'* with a positive Pearson correlation of $r = .401$.

Table 5. 108: Significant Pearson correlation- structure of English programmes at Tripoli University

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Integrates four skills vs. does not foster skills	300	-.302**	.000
Integrates four skills vs. teaching methods	300	.175**	.002
Integrates four skills vs. Acquire knowledge	300	.262**	.000
Integrates four skills vs. needs to be revised	300	-.422**	.000
Integrates four skills vs. workload is appropriate	300	.577**	.000
Integrates four skills vs. lecturers are motivating	300	.410**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation concentrates on the relationships that are shown in Table 5.108 for each of the variables according to the structure of the programme and the statement *'The content of the English programmes integrates the four skills (listening-speaking-reading-writing)'*. There were two negative correlations: *'The English language programme needs to be revised'* with a negative Pearson correlation of $r = -.422$, and *'The English language programme at Tripoli university does not foster and encourage the development of professional employability skills'* with $r = -.302$. However, there were four positive correlations. One considered moderate: *'The workload for the English programme is appropriate'* with a positive Pearson correlation of $r = .577$.

Table 5. 109: Significant Pearson correlation- English learning environment in Libya

Independent Variables	Number	Pearson Correlation	Sig. (2-tailed)
Integrates four skills vs. difficult to practise English	300	-.244**	.000
Integrates four skills vs. lack of awareness	300	-.244**	.000
Integrates four skills vs. government proactive policies	300	.221**	.000
Integrates four skills vs. environment not conducive	300	-.262**	.000

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, Table 5.109 reveals that there were correlations between the statement *'The content of the English programmes integrates the four skills (listening-speaking-reading-writing)'* with the environment of learning English. Four correlations occurred,

three negative and only one positive: *'The government needs proactive policies to promote English'* with a positive Pearson correlation of $r = .221$; *'The environment is not conducive to learning English'* with $r = -.262$; *'There is lack of awareness about the importance of learning English'* with $r = -.244$; and *'As a student it is difficult to practise English outside the classroom'* with a negative Pearson correlation of $r = -.244$.

5.11 Summary of the data analysis of the questionnaire

This section presents the analysed questionnaire data. The data obtained concerned the quality of the English language programme at Tripoli University, English Department. It was divided into six themes: Students' motivation for studying English, Structure of the English programme at Tripoli University, Staff delivery of English programme, Assessment, Teaching facilities and English learning environment in Libya. In addition, SPSS tests were conducted to assess the research objectives, which covered Independent *t*-tests, One-Way Anova, Pearson correlation, along with Duncan's Post Hoc Test.

The findings suggest that students are highly motivated to learn the English language and are aware of the importance of how they could benefit from learning the language. However, the Libyan environment is not conducive to learning.

Furthermore, students agreed that the English programme should be reviewed and improvements ought to be made. The issue relating to the data will be discussed in Chapter Six.

5.12 Data analysis of the semi-structured interviews

5.12.1 Introduction

Section 5.7 in Chapter Five presented the statistical significance of the questionnaire results, which showed that the current programme needs to be reviewed to place more emphasis on students' needs. This section examines the results of the qualitative data obtained from the semi-structured interviews to examine the quality assessment of the English language programme at Tripoli University. Also it aims to investigate the issue in depth and to discover how the lecturers feel and think about the English programme. The sample involved eight lecturers from Tripoli University, Faculty of Languages, English Department. Section 5.12.2 explains the profile of the interviewees. 5.12.3 presents the lecturers' perceptions concerning government policy and the English language programme. Section 5.12.4 gauges lecturers' perceptions towards evaluating the existing English language programme. Section 5.12.5 assesses lecturers' perceptions on the current English language programme. Section 5.12.6 provides information on language programme assessment and 5.12.7 also provides information on facilities and resources available at Tripoli University, English Department.

5.12.2 Interviewee Backgrounds

A total of eight semi-structured interviews were conducted for this investigation.

Table 5. 110: Profile of participants in semi-structured interviews

Participant	Gender	Degree	Years of teaching experience
Lecturer 1	Male	MA	2-4
Lecturer 2	Male	MA	2-4
Lecturer 3	Female	MA	5-8
Lecturer 4	Female	MA	5-8
Lecturer 5	Male	PhD	5-8
Lecturer 6	Female	PhD	5-8
Lecturer 7	Female	PhD	5-8
Lecturer 8	Female	PhD	5-8

5.12.3 Perceptions towards Government Policy and the English Language Programme

There was no awareness of any specific government policy regarding English language programmes. In response to the first question 'Are you aware of any national policy regarding the University English Programmes?' there was only one answer from all interviewees which was 'No', with one lecturer elaborating further:

"I am not aware of any national policy regarding the University English programme. As you know, in the past policy-makers didn't care about learning and teaching English language. They prevented the teaching of English language in schools and closed the English Departments for a period of time. Nowadays we expect more attention to English language programmes."

(Lecturer, 4)

Another lecturer commented that:

"To be honest I am not aware of any clear national policy programme, although I used to work as a Head of Department for three years. All we have is a very old random selection."

Thus, the lecturers felt that they were not aware of any policy and as for interviewee 1 he claims that:

"If the former regime had been still in power, I would say English language programmes would involve politics. But nowadays people who are in charge (who may be well-acquainted with English language programmes assumingly) have ideas about enhancing English language teaching and learning. A great number of them used to live overseas; their kids acquired the language with great privilege."

It can be noticed from the above statements that the lecturers at the English Department, Tripoli University are not aware of any national policy regarding the

English language programme. This suggests that the national policy might not be available for lecturers.

When discussing the question *'Do you think that the policy-makers have a clear strategy to design and implement a new English language programme at University level?'* four out of eight interview participants answered 'Yes', while the other four answered 'No'. As for interviewee 6 she stated *"No, I don't think so. I believe that most of the policy-makers lack qualifications and efficiency"*. Interviewee 5 also states that *"for the time being they are trying to improve the English language syllabus nonetheless without a clear strategy. All we have is individual effort"*. Interviewee 1 believes that they do have a clear strategy:

"Yes, they do because those who are responsible for English language teaching and learning are supposed to be highly qualified people (Ministry of Education) which will assign a certain panel that may help with the subject matter."

However, this suggests that nearly half of the lecturers agree with the statement above and feel that the policy makers have a clear strategy to design an English language programme.

In response to the question *'Do you agree that enhancing the standards of English in Libya should be part of a larger and broader programme initiated to address a major issue which is to contain the decline of English?'* all lecturers interviewed stated that they agree that the standards of English should be a part of a larger and broader programme. *"Yes, I do but it needs well-planned strategy along with experience"* (interviewee1) and *"Yes, I agree with that. This is a step in enhancing English standards and trying to improve students' English"* (interviewee 6).

When asked about the lack of awareness of the importance of enhancing English standards as a vehicle of knowledge in Libya, two out of eight disagreed with this view. *"I disagree because they try hard to improve English"* and *"The opposite; they know that English is the main idea to reflect the real situation in Libya....they try to translate in English.....everybody wants to learn English"*. On the other hand, the rest of the interviewees agree that there is lack of awareness:

"Yes, there is..... Because of the lack of qualifications, knowledge and appreciation, people are not aware and they do not care about enhancing English standards."

(Lecturer 6)

Regarding Question Five, views about who should design the future English programme, elicited responses which were almost the same. They all agreed on one thing which is politicians should be excluded.

"I think language specialists would be a better choice due to their educational background and knowledge with regard to English language learning and teaching providing that they should be theoretically and practically clued up in this domain".

(Lecturer1)

As for lecturer 6, a mixture of qualified Libyan lecturers and foreign experts would be the perfect choice for designing the English programme:

In my view a mixture of well-qualified Libyan University lecturers and language specialists and foreign experts in English language programmes will be perfect for designing the future English programme. Politicians should be excluded as they cannot benefit this programme."

In response to the question *'What are the priorities in order to improve the standards of English at university?'* The interviewees had different opinions but all agreed that the priority should be given to the curriculum and teacher training.

“Prior to a curriculum, we need to set a language training course before having teachers go into teaching. Most of the graduates of Libyan Universities are not well-trained before starting teaching (or starting working). We demand that we should have highly qualified professors and educators beside a solid curriculum that can be taught smoothly and benefited from. I mean learners can sense and feel that what they are taught is being used properly and reaping from what they have been provided within the real world”.

The conclusion that can be drawn from the above comments is that all the lecturers agree that they would like an English language programme that is developed by qualified Libyan lecturers and foreign experts. This suggests that from the qualified Libyan experts who are familiar with the culture of Libya and students’ need and from foreign experts, they will be able to develop a solid programme that will satisfy the students and lecturers. The findings also indicate that all lecturers agree that the programme is their number one priority that needs to be reviewed and changed. A programme cannot be considered successful when more than half of the participants are not satisfied with it. This is also in line with the findings of the questionnaire.

5.12.4 Evaluating existing English Language Programmes

When asked *‘In your opinion what are the weaknesses of the University English programme in Libya?’* the responses were varied. Lecturer 1 claimed that there are many issues such as *“Most of the students that enrol in the Department of English, should have a fundamental background and knowledge about language so that they will not encounter problems. Other major issues such as:*

- *The number and standards of students.*
- *Lack of language immersion exposure.*

- *The dated curriculum.*
- *Lecturers should keep themselves updated with new language curricula, as well as using new online guidelines that facilitate language learning and teaching.*

The findings of the research revealed that there are many factors that have contributed to the decline of the English language programme at Tripoli University, which are in line with the findings of the questionnaire.

Similarly, another opinion was given by interviewee 7 who stresses that “*there are no clear objectives or outcomes*”; while one participant admitted that “*I don’t think there are strengths to talk about just weaknesses*”. This shows that the interviewees brought up the weak side of the programme which they consider needs to be improved.

In response to the question ‘*What features of the programme do you think need improvement?*’, only one interviewee answered this question with no comments or explanations.

I think the English programme should be more feasible. It should be adopted by an assigned panel that are experts in special education. They should establish a committee (Educational Institution) that supervises and observes frequently. (Lecturer 1)

Lecturer 3 highlighted that some modules should be reviewed as in her opinion the grammar is taught using the grammar translation method and the conversation module, because of the large number of students has only a limited time for the lecture. They also insisted that all “*teaching skills (listening, speaking, reading, writing) should be enhanced in line with the latest global improvements.*”

When it comes to the question regarding *'what process does the department utilise for curriculum changes, programme evaluation and development?'* the responses were almost the same as interviewee 1 who stated that *"I have no idea....I doubt that it is even being used... I have never heard that they have evaluated the English programme before."*

When discussing what contradictions are there in the programme, different responses were given. Interviewee 6 claims that:

There are different levels of curricula in the same year which confuses the students. Sometimes the material of the following year is much easier than the previous one. Each lecturer selects what he/she likes to teach, usually without taking into consideration enhancing the standards of English programmes.

Another contradiction was stated in that *"They want to develop students' communication skills but the syllabus design does not focus on improving their skills."*

5.12.5 Lecturers' Perceptions on the English language programme

The responses were the same when discussing the question *'What kind of support is available to you as a lecturer at the English Department?'* which was *'Nothing'*, *'I have always lacked support'* and *'Nothing is being provided'*. As for the question *'What major problems have you encountered and how have you dealt with them?'* the major problem for the lecturers was the large number of students in the classroom *"A great number of students within confined classrooms"*. Other problems were the *"load of lectures, lack of updated textbooks, and lack of technology....for me I cannot improve these situations they are out of my hands"* (Lecturer7).

Question seventeen sought to find out what are the views and perceptions regarding the English language programmes. Different responses were given such as *'They should*

be better, they need development, and they need amendments' 'The English programmes can be good if they are used properly. We should no longer deal with theories and hopes. We need to get to see things (more tangibly).' (Lecturer 1). However, lecturers are aware of the need to develop and improve the English language programmes. All interviewees were concerned about the programmes and believed that a solution should be found to this situation.

When asked *'Do you have any suggestions in terms of improving the quality of English programmes?'* responses were generally positive as *"They must improve the quality of English language programmes by focusing on the practical part rather than the theoretical one."* *"Research should be encouraged, training programmes should be provided for the staff in summer, and updating the syllabus should be gradually conducted."* As for lecturer 3 she states that *"In my opinion students need a library and access to the internet... there should be workshops for staff training."*

According to the responses regarding students' attitudes towards the English programme, they were very mixed. Lecturers stated that most of the students are highly-motivated and have a positive attitude. Students would like to improve their English and overcome the obstacles that prevent them from graduation. Other responses were negative such as *"students are not up to the level, they are careless"* As for lecturer six, she claims that *"The English programme does not stimulate; therefore students lack motivation to study English and it is difficult for them to understand."*

According to responses to question twenty, *"In your own opinion, what is the number one factor that contributes to student learning?"* nearly every lecturer is aware that there are factors that have contributed to student learning such as *"Supportive*

professors, language exposure and immersion, rewards and moral support. Students should always be praised to keep up the good work, since they are learning a foreign language. Sometimes, it can be challenging and disappointing.” Lecturer 1.

5.12.6 Assessment

When discussing the way students are assessed ‘*How do you continually assess your students?*’ different answers were given depending on the subject that they are teaching “*When I took over conversation classes, I used to make my students talk and frankly speaking, due to the limited time that we had, we usually had no chance to assess them on a regular basis”* Lecturer 1. As for Lecturer 5, she admitted that she used the “*very traditional way because of the large number of students”*

In discussing a better way to assess students, different responses were given depending on the nature of the course given: “*by assignments, open book exams, and oral exams.”*

I am sure there are better ways but some of the assessment ways are time-consuming like making ten to fifteen minute quizzes at the beginning or the end of each lecture. However, to make such quizzes valid and reliable, they have to be graded and handed back to students each time. Also asking students to write a short paper is very effective if the students do it by themselves.

(Lecturer 6)

However, this indicates that the meaning of assessment should not focus on what has been taught. It ought to go beyond that. Students should be given a chance to be assessed in different ways.

5.12.7 Facilities

Question twenty-five sought to find out what kind of facilities are available for staff members and how staff development is planned and reviewed. All eight responses were the same, *“there are no facilities, nothing is being provided, and there is no support of any kind.”*

The lecturers felt *“frustrated and disappointed”* about the institutions’ lack of support for the department. All of them responded that there is no such thing as staff development in the department and they have not had this experience *“I have not had such an experience”* and *“honestly, we do not have that”*.

5.13 Summary of the chapter

This section focused on the data analysis of the semi-structured interviews. A description of the sample was given at the beginning of this section. Overall, the lecturers’ responses provided in the semi-structured interviews support the findings of the questionnaire. The limitations in range of lecturers interviewed were caused by shortage of time and limited availability of participants. The five themes that emerged from the data were discussed such as: the government policy of the English language programme, evaluating the English language programme, perceptions on the programme, assessment and facilities.

The conclusion that can be drawn from the above findings show that the main aim that was addressed by the research question *‘what are the current problems facing English language teachers at Tripoli University?’* was answered from the responses of the

interviewees that show that there are many current problems that English language lecturers face at Tripoli University.

Another issue that emerged from the results of the respondents' perceptions concerned the way students are assessed, facilities, staff development and training. Lecturers are concerned about the situation of the English language programme and are very keen to develop and make improvements in the future. The following chapter will present the conclusions and recommendations.

Chapter Six

Conclusions and Recommendations

6.1 Introduction

The purpose of this study is to evaluate the quality of the English language programme at Tripoli University, interpret the findings and reflect upon these results in relation to the research objectives set by this study. The discussion covers the students' and lecturers' perspectives on the nature and delivery of the English language programme at Tripoli University and links these to the extant literature in order to find out the problems which have contributed to the decline in standards of students studying English. This chapter is divided into two sections: Section one discusses the results of the evaluation and section two summarises the conclusions of the research findings. The chapter will also present the limitations of the study, contribution to knowledge, recommendations and suggestions for further research.

6.2 Theories and concepts of Programme Evaluation

Within the literature review, many studies have examined the topic of programme evaluation. Previous studies (Orsini, et al. 2012; Norris, 2006a; Scriven, 2004c) suggest that programme evaluation involves making judgements about the worth, merit or value of an educational programme. In other words, evaluation aims to investigate strengths and weaknesses. Chapter Three highlighted the significance of programme evaluation for English language programmes and many definitions have been provided. The debate regarding the term evaluation is controversial. There are consensus problems when it comes to defining the term especially in the field of programme

evaluation (Swain, 2000). Programme evaluation *“is a form of enquiry which describes the achievements of a given programme, provides explanation for these and sets out ways in which further development might be realised”* (Kiely, 2009b:99).

Harris (2009:55) points out that evaluation can *“generate productive debate and effective remedial action”* and contribute to *“critical decisions on language policy and educational practice”*. The broad debate on evaluation is mainly due to the fact that it is a *“transversal discipline that crosses many other fields of science, has many different purposes, perspectives and uses”* (Lundberg, 2006:10).

However, the analysis obtained through the semi-structured interview responses given confirms that programme evaluation is a concept that means something similar to each interviewee: as a way of measuring the appropriateness and validity of the language programme which is periodically carried out in order to improve and update a programme to meet the students' needs. Even though lecturers do understand the meaning of programme evaluation, Tripoli University has never conducted an evaluation to improve the English programme. This reveals the fact that former decision makers over forty years have ignored the quality assessment in all sectors including education.

Generally, the lecturers at Tripoli University were not aware of any specific government policy regarding English language programmes (section, 5.12.3), which simply suggests that they do not exist. In this case they need to be addressed within the institution. In addition, the lecturers' awareness of policies needs to be clear and more information should be passed to them.

The semi-structured interviews showed several areas of concern with the English language programme at Tripoli University especially regarding designing future English programmes. The responses indicated that they would like politicians to be excluded when designing an English language programme. The interviewees felt that the politicians are not likely to benefit the programme; in fact they are unable to make positive contribution for improvement. The data also revealed that language specialists, Libyan lecturers and foreign experts may be more suitable to revamp a future English programme.

6.3 Students' motivation for studying English

Motivation is considered as a driving force to learn a second language. It is an important factor that has a positive influence in any educational learning process especially in learning a second language (Rehman, et al., 2014). The results from Chapter Five (5.8.1) clearly demonstrate that the respondents are highly motivated to learn English as indicated from the independent *t*-test. Al-Tamimi and Shub (2009) claim that the attitude which a student has towards a certain language affects his/her motivation in learning that language. Both male and female students are in agreement that English is a universal language (Table 5.8). Respondents strongly agree with this statement *'I like learning English because it is a universal language'* (4.15) for female students and (3.90) for male students. Crystal (2003:3) states that *"English has become the language of international business, diplomacy, trade, computers and even science, and is taught as a foreign language in more than 100 countries around the world."* Learning English will enable students to speak with English speakers, understand English songs, movies, read newspapers, and to be able to watch and understand TV

programmes. Second language acquisition research has shown that learners' attitudes, their motivation and the degree of the learners' involvement in a learning process play a major role and is extremely important for the learners' success (Brown, 2000). This justification is one which is supported by lecturers' responses from the semi-structured interviews whereby nearly most of the lecturers felt that most students were highly-motivated to learn the English language and had a positive attitude. Saville-Troike (2009:86) argues that "*motivation is a construct which includes: significant goal or need, desire to attain the goal and perception that learning L2 is relevant to fulfilling the goal or meeting the need.*" This indicates that students are aware of the importance of English and need to feel confident that success will bring positive rewards (Allwright and Bailey, 2002). Therefore, motivation is one of the key factors that play an important role to learning a second language.

While analysing the responses given to the statement '*Learning English helps me to be able to express my points of view regarding international issues*', (Table 5.9) shows (4.46) for female students and (4.01) for male students which indicates that students are in agreement with this statement and would like to learn English to be able to discuss and keep up with international issues that concern Libya and the world in general. Learners' attitudes regarding language and learning are both determinant factors for successful language learning despite of the conditions of learning, teaching and methods used (Tudor, 2001).

6.4 Students' and lecturers' perceptions on the structure of English programmes at Tripoli University

The findings from the independent *t*-test (section 5.8.2) show that the students are not totally satisfied with the way the programme is structured. According to their views

the English programme does not enable them to acquire the necessary linguistic skills and completely understand the subject. Both male (3.70) and female (4.46) students agree or strongly agree that the English programme needs to be reviewed to match their needs (Table 5.15). The findings from the semi-structured interviews show that all lecturers indicated that the English programme needs a massive change to meet the students' expectations. This reveals that both students and lecturers at the English Department are experiencing the poor quality of the language programme and suggested some solutions to address this situation. However, any suggestions for improvement should take into account the lecturers' positive input. This finding is in line with the literature which states that reviewing or evaluating a programme should be one of the main components of any curriculum to see if the course is functioning as it was planned. Soruc (2012) highlights that to bridge the gap between the curriculum and students' needs; the programme needs to be evaluated regularly to see if it still meets the students' needs. There is a clear need to review the current curriculum in Libya, in order to develop a more comprehensive and modern programme. This can only be achieved by reconsidering the present teaching methods (Othman, et al. 2013).

A one way- Anova test was run to identify if the level of study of the students held any significance concerning the structure of the English programme (section 5.9.1). It showed that the respondents at third and fourth year level strongly disagree (2.658) as well as postgraduates (2.548), that the learning and teaching methods used for this programme are neither stimulating nor interesting. Respondents point out that there is massive reliance on traditional teaching methods (Table 5.26). A Pearson correlation was also run to identify the correlation between the statement '*The content of the English programme is well-structured*' and '*There are no clear outcomes*' with a

negative Pearson correlation of $r=-.285$ (Table 5.94). This illustrates that the respondents agreed that there are no clear learning outcomes for the English programme which also lacks clear philosophy and objectives, and they were likely to agree that the English programme is not well-structured in terms of the quality of the material and the ability to acquire and understand the subject. This was also supported by the interviews which claim that the objectives and outcomes of the English language programme are not clear.

However the data from the questionnaire, after running the one-way Anova test (section 5.9.1, Table 5.28) revealed a negative response to the statement for both female students (2.50) and male students (2.72), that views on '*The aims and outcomes of English programmes are appropriate for students to learn English*' this suggests that students are not aware of the programme learning outcomes. Students are not aware of what they are supposed to achieve from the English language programme such as knowledge, skills and values. The learning activities should be designed to meet the students' learning outcomes (Biggs, 2003b). The findings show that neither the lecturers nor the students are aware of the aims and outcomes, which is highly recommended by scholars in the literature review chapter. The aims of the English language programme, the learning outcomes, and the assessment marking criteria are interrelated to ensure that the stakeholders are satisfied. The goals of the English programme ought to provide the students with a clear purpose of the educational programme and what the programme intends to deliver. The results from an evaluation should provide information to determine whether or not intended outcomes are being achieved and how the language programmes can be improved. However, aims and outcomes should be constructed using the knowledge of the

English department. In addition, the evaluation of any educational programme must include an evaluation of its goals and objectives (Stake, 2010b).

6.5 Students' perceptions on staff delivery

Whilst analysing the responses related to staff delivery, as indicated from the independent *t*-test (section 5.9.3, Table 5.19) both male (2.750) and female (2.238) students disagree with the statement '*The lecturers make the English programme interesting*'. Suwaed (2011) argues that university lecturers teach and select materials for their course without practical knowledge about how to design courses. The respondents are in agreement that they would like to be taught by both Libyan and foreigner lecturers (Table 5.20). Therefore, this further supports the empirical results from the Pearson correlation which shows that there was a positive correlation between the statements '*The English language programme needs to be reviewed*' and '*I like to be taught by both Libyan and foreigner lecturers*' which reveals that as much as they believe and agree that the programme needs to be reviewed, they also agree that they would like to be taught by Libyans and foreigners. Dornyei (2001a) suggests that native or non-native, whoever the teacher is, should inspire integrative values by encouraging a positive and open-minded character towards the language that is being learnt in a way that language learners can develop a positive attitude towards learning the language. Delaney, et al. (2010) state that there are nine characteristics that students expect from their lecturers at the university as indicators of effective teaching such as: respectful, knowledgeable, approachable, engaging, communicative, organized, responsive, professional and humorous. A good personality of a lecturer gives the student motivation and confidence to their learning. "*Quality for the*

professional teacher means being committed to different interpretations of quality, not only to improvement but to standards, fitness for purpose, and fitness of purpose, too" (Thomas,2003:240). These standards according to Thomas (2003) include the qualification of staff, teaching resources, the size of classes, library facilities, and so on. To be accredited, the University has to determine that it carries out the processes to the standards set out.

The responses given to the statement '*Some lecturers are inexperienced and incompetent*' (Table 5.21) reveal that both male students (3.61) and female students (3.10) agree with this statement. It also shows that their perceptions are that the lecturer's delivery does not meet their expectations. Students believe that some lecturers do not have the experience for teaching in higher education, lack expertise and are often not well prepared. The Libyan National Commission for Education, Culture and Science (2004) argues that the absence of fixed contracting standards with foreign staff members has opened the way for unqualified teachers to step into the university teaching process. The lecturers' dedication and enthusiasm have not been explicitly questioned by this study, implicitly the decline in the students' English language standards is the result of a combination of several factors. The blame is pointed mainly to the whole education system. It is true that the diversity of lecturers indirectly affects the students' standards which generates negative attitudes and leads to negative reactions. This is deeply rooted in the Libyan culture. The one-way Anova test was run (section 5.9.2, Table 5.31) to identify if the year of study of the student held any significance concerning the way the staff delivered their lectures '*Some lecturers are inexperienced and often incompetent*'. Both first and second year students (3.68) and postgraduates (3.53) agree with the statement above and believe

that there are some lecturers that who are incompetent which is reflected in the way they teach and deliver their lectures. This suggests that majority of the lecturers are not trained before starting teaching which was supported from the semi-structured interviews *"We demand that we should have highly qualified professors...besides a solid curriculum"* Lecturer 1. This indicates that staff development would benefit lecturers through practice and acquiring new knowledge about their students and the curriculum they will be teaching. Workshops, staff development seminars and research should be given the priority for all language teachers. As Copur (2014:1) claims *"it is impossible to teach if you are not yourself continuously learning"*.

6.6 Students' views on Teaching Facilities

The findings from the independent *t*-test (section 5.8.4, Table 5.22) relating to teaching facilities reveal that both male (1.85) and female students (1.39) are in disagreement with the statement *'The library resources and services at the university are sufficiently available'* which indicates that this is one of the factors that has led students to poor performance and achievement as they are not able to keep up to date with the latest editions of books and journals. This view is supported by Rajendran (2010:63) who points out that *"... non-availability of study materials, books, journals and newspapers, are some of the blocks which hinder the process of learning the English language"*.

This further supports the finding provided by the Pearson correlation, where there was a high positive Pearson correlation of $r=.657$ (Table 5.45) between *'The library resources and services at the university are sufficiently available'* and *'There is inadequate provision of IT facilities'* which reveals that the respondents strongly agree

with both statements and are highly aware of the significance of employing computer technologies in the process of learning English. Another issue is that there is no internet connection in the University for students and staff members to use. One of the main aims for improving the quality of education is through ICT, by adopting modern methods in education. The use of technology needs to be more widespread to support infrastructures for IT studies. Kabilan (2009) highlights that the quick revolutionary advances of computer technologies have led to great changes in education generally and language learning in particular, including reforming the curriculum and new ways of literacy and pedagogy designs in English language learning. This justification was supported by a lecturer's response during the semi-structured interview *"students need a library and access to the internet"*. According to Jamil et al. (2013:20) *"Libraries are one the important resources, if not the most important, in securing the maximum from a well-designed academic programme...and are essential to support and strengthen the educational quality"*. Research has shown that inadequate library facilities and resources are among the many factors leading to the decline of standards of studying English and access to resources and facilities (Oyewusi and Oyeboade, 2009). The findings also reveal that the students are not comfortable with the number of students in class as there is not enough space to accommodate all students. The classes are overcrowded with an average of sixty to seventy students per classroom. The classes are not well equipped which affects the students' performance especially if the subject is oral English practice module. The data revealed from the interviews that the number of students in one class is huge and students do not have the chance to speak because of the limited time for the lecture, so in this case students miss the ability to speak and practice the language. Harmer (1991) claims that

classrooms that are overcrowded can excessively be de-motivating; unfortunately many of them exist in schools and universities in Libya.

Another factor that has contributed to the decline in standards of students studying English is shown in section 5.8.2 (Table 5.16). A *t*-test was carried out and the findings reveal that both male (1.95) and female (2.47) students strongly disagree with the statement '*The content of the English programme integrates the four skills (listening-speaking-reading-writing)*'. The students believe that the programme does not fulfil their needs according to the four skills. The real problem lies in the fact that the lecturers themselves are not aware of the importance of the four basic skills when teaching a second language. The skills should be taught through a variety of activities which is a significant element to improve students' language proficiency. Teachers prefer to teach reading and writing skills to their students rather than listening and speaking skills. Therefore, this further supports the empirical results from the Pearson correlation which show that a negative correlation has occurred between '*The content of the English programme integrates the four skills (listening-speaking-reading-writing)*' and '*There is inadequate provision of IT facilities*' Table 5.43. Respondents from the interviews all indicated that all four teaching skills should be enhanced in the programme. One of the biggest problems which face some Libyan students is the inadequate mastery of the four skills. Orafi and Brog (2009) also comment that listening and speaking is not addressed by many current teachers who constrained by overcrowded classes and therefore have overlooked this important task, thinking that they will be achieved automatically. However, employing all four linguistic skills when working through a lesson will help the students practice the language during the lesson.

However, from the findings obtained from the semi-structured interviews relating to the facilities that are provided for staff members, the results indicate that there are no facilities of any kind or support, and this lack of facilities has a negative impact on lecturers' delivery. It is important to maintain a comfortable, supportive environment to help lecturers stay motivated, creative and productive. In addition to motivation, lecturers need the skills and ability to do their job effectively (Chandrasekar, 2011). A poor working environment has proved to be associated with reduced job satisfaction and depression (McCowan, 2001). The findings regarding staff development indicated that the lecturers have never heard of staff development before, and shows that this is not on the university agenda. Lecturers ought to have the time off in order to conduct research activities as well as teaching. Creating the right balance between teaching and research is a crucial element at any higher education institution.

6.7 Students' Perceptions towards Assessment

In terms of the assessment in the English Department, the findings of the one-way Anova test (section 5.9.3, Table 5.32) concerning '*Assessment within and across the different exam components are suitable and adequately varied*' shows that both postgraduate (2.612) and third and fourth year (2.696) students disagree with this statement and are not pleased with the way they are assessed by using the traditional methods focusing on exams at the end of the year. There is no other assessment option for the students.

"Assessment is a central feature of teaching and the curriculum. It powerfully frames how student learn and what students achieve. The reason for an explicit focus on improving assessment practice is the huge impact it has on the quality of learning" (Boud, 2010:1).

Exam components should be varied and motivating to give the students a chance to reach the desired goal. Many discussions have taken place in the context of raising arguments to reframe assessment in higher education “*to focus on learning rather than simply measurement*” (Sambell, 2011:1).

Furthermore, there is disagreement (section 5.9.3, Table 5.32) with the statement ‘*There is a wide range of assessment practice*’ for third and fourth year students (2.69) and postgraduate students (2.61). The findings demonstrate that the students are not pleased with the whole assessment process. Further support for this is provided by the Pearson correlation which shows that (Table 5.97) there were correlations with the statement ‘*There are clear assessment criteria marking schemes*’. These findings were further supported by the semi-structured interviews when lecturers were asked ‘*Is there a better way to assess students?*’ Different suggestions were given such as quizzes, oral exams, assignments...etc. When it comes to assessment, lecturers must understand the procedures to ensure that their teaching is having the right impact and that students are being judged fairly. “*Assessment methods and approaches need to be focused on evidence of achievement rather than the ability to regurgitate information*” Brown (2004:82). Therefore, assessment should not be done only at the end of the year to measure their achievements. Instead students ought to be examined or assessed on a regular basis using different assessment procedures. Moreover, lecturers should be up to date with the variety of methods used to assess their students.

6.8 Students' perspectives towards the English learning environment in Libya

The learning environment is considered as a key factor concerning learning a second language as it plays an important role in students' achievement and learning experience. The findings from the Pearson correlations indicate (Table 5.98) there was a moderate positive Pearson correlation between the statements '*As a student it is difficult to practise English outside the classroom*' and '*There are no clear outcomes*' of $r=.546$. This reveals that the respondents agree with both statements that it is difficult for the students to practise their English as soon as they leave the classroom and even with each other. There is little opportunity to speak English because there is no exposure to English facilities and support in their lives. Kreiba (2012:2) argues that "*The circumstances surrounding learning English in Libya ... has developed a psychological barrier against learning English.*" This highlights the fact that students lack language exposure. In addition, Kreiba (2012:1) concludes that the first step for promoting teaching foreign languages and English in general is to adopt "*well-developed and long term strategic plans for creating the best possible learning environment in the educational institutions.*"

Furthermore, the results clearly demonstrate from the correlations in (Table 5.103) '*The environment is not conducive to learning English*' which yielded a moderately significant correlation with the statement '*All policies are designed with a focus on enhancing and developing a high quality learning environment*' of $r=-.593$. This confirms that the respondents agreed that the environment is not suitable to learn English, and they were likely to disagree that the policies of English language programmes are designed in a way to encourage learning with a high quality.

According to Parks, et.al (2003:28) many institutions around the world are making changes to their curriculum and have noted the importance of the need for educational institutions to *“revise their curricula and modes of functioning in order to better prepare students for life outside school”*.

The Pearson correlation indicates (Table 5.107) that the correlation was negative between the statement *‘There is lack of awareness about the importance of learning English’* and *‘Lecturers are always well prepared and creative in their delivery’*. Therefore, this suggests that the students disagreed that the lecturers are well prepared when delivering their lectures which is important for students; they did actually agree that there is lack of awareness of the importance of learning English, which is their main concern. This is reinforced by the semi-structured interview findings such as *‘Yes, there is lack of awareness’* and *‘Yes, there is a clear lack’* while on the other hand other responses were different and findings revealed that people are aware of the importance of the English language and how significant and very challenging it is to learn a second language. People are aware that learning English is very valuable and will provide them with opportunities to apply for a job, to travel, and study abroad.

The results clearly demonstrate that the responses (Table 5.107) to the statements *‘There is lack of awareness about the importance of learning English’* and *‘Some lecturers are inexperienced and often incompetent’* show a positive correlation and that there is an agreement between the statements. The analysis showed that there was a strong positive correlation between *‘There is lack of awareness about the importance of learning English’* and *‘The English language programme at Tripoli University is not student-centred’* of $r=.752$. It also indicates that there was a high

agreement between both statements which means that there is a strong link between them, as much as they agree on the lack of awareness about the importance of English as much as they believe that the programme is not student-centred. Latiwish (2003) explains that teachers have more control, while students have no interaction and make no contribution. As Brewster et al. (2002:40) suggest *“teachers need to create a balance in their classrooms between providing support and providing a challenge.”* In this case students, will *“have a chance to work in ways in order to engage in organized talk with each other, that is, to use language in a less controlled, more creative way”* Brewster et al. (2002:41). As for the Libyan context it could be difficult and maybe impossible as the number of students is very massive in a classroom. Furthermore, the statements *‘The learning and teaching methods used for these English programmes are stimulating and interesting’* yield a negative correlation (Table 5.105). This highlights that the respondents agreed with the statement *‘There is lack of awareness about the importance of learning English’* and were likely to disagree that the teaching and learning methods were interesting. The way the students are taught is by rote learning and memorization which are incapable of developing capacities in students for problem solving which is a major issue in the Libyan context and the Arab world in general (Cassidy and Miller, 2006). Therefore integrating technology in the learning environment makes a shift from the traditional ‘teacher-centred’ towards the ‘learner-centred’, moving learners from a passive entity to a student who is active to fulfil his own learning needs (Alsied and Pathan, 2013). However, this ought to be considered into an English language programme to improve the quality of education and to increase the variety of learning.

6.9 Conclusion

The primary focus was to evaluate the extent to which the English language programme at Tripoli University; Faculty of Languages English Department is fit for purpose. Also to raise awareness to the authorities and stakeholders such as: students, lecturers and decision makers to the importance of programme evaluation. Data was collected through a mixed-method approach using questionnaires and interviews to assess the perceptions and views of students and lecturers regarding, students' motivation, staff delivery, assessment, facilities, goals and objectives, and the Libyan learning context. Based on the results, it was found that both students and lecturers had concerns about the English language programme and suggested that it needed to be reviewed to enhance the content, teaching methods and assessment. This study revealed that the English language programme should be evaluated on a regular basis in order to improve the quality of education. The goal of evaluating the English language programme at Tripoli University is to use the evaluation results effectively to develop and improve the language programme which is a significant challenge and to help the programme maintain its standards and reduce its weakness (Lang, 2003). The findings revealed very clearly that a majority of students had a positive attitude and were highly motivated towards learning English language and knew how significant it is for future prospects. This also confirms that students do believe that learning the English language can make a difference for their professional careers. Lecturers also agreed that politicians should have less impact when it comes to developing or designing a new language programme as this process should be left to language experts with management skills.

Brown (1995b) makes clear that language programmes need to be evaluated according to the students' needs, goals and objectives of these programmes specified in the light of these needs. By focussing on needs analysis and making the language programme a more student-centred, this could reveal better expectations from the students. The findings related to the goals and objectives in the current study indicated that neither students nor lecturers were aware of them and if they were actually stated for the English language programme.

Ediger (2006) acknowledges that it is significant to state each goal and objective clearly so that teachers and students can understand what is supposed to be achieved. Thus, lack of clear objectives could cause poor educational outcomes. As it is obvious from the remarks and perceptions' of the participants, it was found that students wanted lecturers to pay more attention on the assessment criteria and the integration of the four language skills in the language programme. According to the learning environment, the findings indicated that there were some major shortcomings concerning the resources, teaching/learning facilities and insufficient library resources. All these conditions clearly show that this negatively affects students' learning experience in the English Department.

A Framework and strategy plan was developed by the researcher (Figure 3.3) in line with the objectives of this study. Therefore, the findings of this study will provide invaluable information that can be used for developing and improving the English language programme at Tripoli University.

6.10 Recommendations

Based on the results of the study and the literature which emphasise the importance of programme evaluation. Many studies have examined the topic of programme evaluation such as (Orsini, et al. 2012, Norris, 2006, Scriven, 2004) suggest that programme evaluation is necessary in order to make judgements about the worth, merit or value of an educational programme. In other words, evaluation aims to investigate strengths and weaknesses for a particular programme. Programme evaluation *“is a form of inquiry which describes the achievements of a given programme, provides explanation for these and sets out ways in which further development might be realised”* (Kiely, 2009). It was also found, based on the results that the English language programme at Tripoli University needs to be reviewed and redesigned to make improvements. The following recommendations will contribute to the improvements for the English language programme at Tripoli University. It is recommended that:

- ❖ There is a need to raise awareness for setting up programme evaluation framework.
- ❖ The English language programme should be evaluated periodically and built into the process.
- ❖ The University stakeholders and policy makers should design an evaluation model that could be adapted and applied for the English language programme.
- ❖ It would be useful to outline module proforma for each subject.
- ❖ The English language programme meets the needs and interest of students.
- ❖ The English language programme integrates the four skills (Listening, Speaking, Reading and Writing).

- ❖ The programme should be inspiring and encouraging, for both students and lecturers. It should provide the students with the skills for job opportunities.
- ❖ At the end of each semester there should be a collection of feedback from students and lecturers on the value and worth of the programme. This feedback could help to inform the decisions on the language programme to be considered for the next semester.
- ❖ The University should pay close attention to the infrastructure by modernizing and updating it with the help of the Libyan government to give priority to education facilities.
- ❖ Lecturers should be aware of the national policies regarding the University language programmes.
- ❖ Language specialties and qualified Libyan experts, not politicians, would be the appropriate choice to design the future English language programme.
- ❖ Lecturers should be supported by providing them with training programmes. This could be developed as part of a staff development programme.
- ❖ Research should be encouraged and training workshops ought to be provided for lecturers. They should be offered the opportunity to stay for six months at an English speaking country which could be part of a training programme.
- ❖ Different assessment types need to be considered.
- ❖ Lecturers must make use of technology and update their teaching aids to make learning interesting and enjoyable.
- ❖ The Ministry of Education should have control over the English language programmes which should be standard for all universities.

- ❖ Raising the entry requirements to the English Department and conducting tests would be a reliable way to ensure that students begin their academic studies with the appropriate English language ability to succeed.
- ❖ Comfortable classrooms should be provided for a safe and healthy learning and teaching environment. In addition, class size has an important role in the teaching and learning process. The maximum number for English language classes should be limited to fifteen students. Where the students will have the chance to practice the language and learn more quickly. Therefore, effective strategies should be applied to minimize this situation.
- ❖ Students should be given the opportunity to spend at least three months in an English speaking country as part of the language programme. As this process will improve their communicative skills.
- ❖ Language labs should be available in every language department. As they play a significant role in the language learning process. Language laboratories allow students to listen to a variety of accents and pronunciations, which they could repeat and record themselves to listen to their performance.

6.11 Limitations of the study

As with all research studies, there are some limitations that should be acknowledged. This research was limited to only one university in Libya which is Tripoli University. Nevertheless, focussing on this university can be justified in that it is one of the oldest universities to be established in Libya and many students from all around Libya study at this university. Due to lack of data about higher education in Libya, information regarding programme evaluation was difficult to obtain and more often they do not

exist. Another limitation of the study is concerned with the human data sources included in the study. As for lecturers, they refused to be tape recorded which could have helped in transcribing and using the NVIVO programme. In addition, the study did not involve the Head of the Department or the Dean of the faculty and other administrators, which could have added new dimensions to the study. However, the researcher is aware of the participation of them would add strength to the study but because of the time, situation and turmoil in Libya has made the data collection challenging. The study was only an evaluation of the English language programme as a whole by relying on the participants' viewpoints. In terms of the sampling population for the questionnaire, the sample size could have been greater. The culture of questionnaires and interviews is new for the Libyan students and lecturers. It was also difficult to assess whether the participants answers were genuine. Thus there could be some weaknesses in the analysis and presentation of the data and lack of prior research studies in Libya on this topic.

It is suggested that further evaluations of English language programmes should be carried out throughout Libya providing a broader viewpoint of university programmes in Libya.

6.12 Contribution to Knowledge

This study has contributed to knowledge in several ways such as in course improvement: deciding what instructional materials and method are satisfactory and where change is needed. Decisions about individuals: by identifying the needs of the student for sake of planning his/her instruction, judging student merit for purpose of selection and grouping, informing the student with his own progress and deficiencies.

Administrative regulations: by judging how viable the system is, how good individual teachers are, etc. Learning environment: to provide insights about the extent to which students are provided with a responsive environment in terms of their educational needs. To identify the effects of a particular approach to second education. To establish whether the needs of a given set of students are met by a particular innovation.

This study enhances the theoretical and academic value through expanding the literature. As indicated in Chapter three, to the best of the researcher's knowledge, there has been no other empirical study which deals with evaluating the English language programme at Tripoli University. This study might be the first in the Libyan context and could serve as an example for further evaluative studies, as it comes in the form of an addition to the literature and adds to the knowledge available in this area. It will benefit researchers in education as it tackles an important issue regarding language programme evaluation in the Libyan educational context. This study adds an academic value regarding curriculum design by developing a framework that should be flexible enough for curriculum development, so that it could be incorporated into the programme. The methodological contribution which this study adds is developing a questionnaire from the literature to achieve the research objectives and to answer the research questions. This study provides empirical support that the use of mixed-methods can strengthen the reliability of the findings of the research and overcome any potential deficiency that may take place as a result of employing a single method. The questionnaire can also be used by another research in a different context. Other studies in the literature have relied either on quantitative methods such as questionnaires, or qualitative methods such as observation and field notes. The

practical contribution of the study is to give recommendations to reform and revamp the programme so that it meets the students' needs in a way that includes direct attention to the role of teaching and learning. Evaluating the English programme can also provide staff with opportunities to discuss the challenges they face and offer potential solutions. Moreover, the results of the evaluation can be used to make significant and necessary changes to the current language programme. It raises awareness about the root causes of the decline of English language standards. To raise awareness regarding the importance of evaluating English language programmes which should take place as an on-going process. As the educational system in Libya has become more approachable in the light of the new regime; and new hopes to reform the English programme have emerged.

6.13 Suggestions for further research

This study has covered plenty of ground in the literature, which has set a solid platform research to build on for further research studies. Further research is necessary to understand the importance and value of programme evaluation. Norris (2013:1) indicates that *"programme evaluation plays a variety of roles in education and society, though it is often narrowly constructed as an external accountability mechanism only."* Programme evaluation should be carried out to determine the extent of how lecturers and students are interested in evaluating the English language programme at Tripoli University. However, the main purpose of programme evaluation is to foster learning and to integrate in programme improvement by supporting long-term improvement in progress with fundamental goals of improving student learning (Richards, 2005). As for this study, it has laid the foundation for programme evaluation into the Libyan context

by expanding the literature. The current study's finding suggests a number of issues that need further examination. For example:

- ❖ The present study focused on the evaluation of the English language programme at Tripoli University. For future evaluation studies it might be useful to evaluate other universities' English language programmes to compare and contrast the findings and that way useful generalisations may be possible.
- ❖ Programmes should be evaluated regularly to investigate their strengths and weaknesses to make sure that the English programmes goals are achieved.
- ❖ Furthermore, similar research can be carried out, using other methods or instruments such as observation, focus groups and in-depth interviews within other institutions that have English language programmes. This would provide the opportunity for comparing and contrasting perceptions and views on programme evaluation.
- ❖ Moreover, further research ought to be considered throughout the programme in order for the language programme to be successful on all levels.
- ❖ Further investigation can be conducted by gathering information from decision makers, administrators and the Libyan Ministry of Higher Education to provide a wide range of opinions that could benefit English language programmes in the future. As for this study only students and lecturers were involved from the English Department, Tripoli University.
- ❖ Additional research is also needed regarding staff development at Libyan Universities.

6.14 Summary of the chapter

The current study undertook the evaluation of an English language programme at Tripoli University. Section one, explains the results of the evaluation regarding theories and concepts of programme evaluation, students' motivation for studying English, students' and lecturers' perceptions concerning the structure of the English programme and students' perception on staff delivery, teaching facilities, assessment and the English learning environment in Libya. Section two summarizes the conclusion, recommendation, limitations of the study, contribution to knowledge and suggestions for further research. By assessing the perceptions and views of students and lecturers their suggestions could be used for improvements. The findings of both the semi-structured interviews and questionnaire were the main data collection strategies that addressed the objectives stated in Chapter One (1.4).

The conclusion also indicates the importance of programme evaluation and how crucial it is for any educational programme. Language programmes should be measured from many dimensions to identify the weakness to consider solutions. Programme evaluation is an on-going process which is a serious challenge for every language programme. Lang (2003:2) states that *"there is no ideal language programme, agreed upon across the profession. Instead, programmes take a variety of shapes, forms and organizational structures"*. Many studies acknowledge programme evaluation and consider it as a part of the curricula. Strategies and methods for the evaluation of their process and outcomes vary from country to country (Ross, 2003). Kiely (2009b:99) also claims that programme evaluation *"is a form of enquiry which describes the achievements of a given programme, provides explanation for these, and sets out ways in which further development might be realised"* and takes into account

lecturers' change and development. However, further studies could provide more information concerning evaluating English language programmes at Libyan Universities. There will be opportunities for further research as Libya continues to develop.

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Appendices

Appendix 1



LIVERPOOL JOHN MOORES UNIVERSITY PARTICIPANT INFORMATION SHEET

Title of Project: *Quality Assessment of English Programmes in Libyan Universities: With Reference to Tripoli University*

Name of Researcher and School/Faculty

Ibtessam Aldradi, Liverpool Business School, Faculty Business and Law, Liverpool John Moores University

You are being invited to take part in a research study. Before you decide it is important that you understand why the research is being done and what it involves. Please take time to read the following information. Please contact me if there is anything that is not clear or if you would like more information. Take time to decide if you want to take part or not.

1. What is the purpose of the study?

The main purpose or aim of this study is to examine the quality of English language programmes at Libyan Universities and in particular at (Tripoli University) in order to identify the factors that have contributed to the decline in standards of students studying English at degree level. Therefore, as part of my PhD studies, I am researching the current quality of English Programmes in Libyan Universities.

2. Do I have to take part?

This is voluntary. It is up to you to decide whether or not to take part. If you do, you will be given this information sheet and asked to sign a consent form. You are still free to withdraw at any time and without giving a reason. A decision to withdraw

will not affect your rights/any future treatment/service you receive.

3. How long will the research last?

.How long the participant will be involved?

.What exactly will happen to the interviews and questionnaire?

.Are there any risks/benefits involved?

The research will take 4 years, from 2011-2015, and will take the form of interviews with staff members in the English Department at Tripoli University. A questionnaire will also be distributed to students from the same department. The questionnaire is straight forward, easy to answer and will not take more than 15 minutes to complete. There will not be any risks/benefits involved. All data and responses will be treated in the strictest confidentiality, so the results will not be published in any form that allows the identification of individual respondents. However if you feel that any particular question poses problems of confidentiality, please omit that particular question and complete the rest. The results from this survey will be used to identify the quality of English programmes at Libyan universities and how could they be improved.

Liverpool John Moores University would like to thank you for agreeing to take part in this research.

Thank you for your valuable assistance and your co-operation are highly appreciated.

Contact Details:

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Appendix 2

LIVERPOOL JOHN MOORES UNIVERSITY

CONSENT FORM



Title of Project:
Quality Assessment of English Programmes in Libyan Universities: With Reference to Tripoli University

Name of Researcher:
Ibtesam Aldradi, Liverpool Business School, Faculty of Business and Law

1. I confirm that I have read and understand the information provided for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and that this will not affect my legal rights.

3. I understand that any personal information collected during the study will be anonymised and remain confidential

4. I agree to take part in the above study to fill out a questionnaire and an interview.

5. I understand that the interview/focus group will be audio / video recorded and I am happy to proceed

6. I understand that parts of our conversation may be used verbatim in future publications or presentations but that such quotes will be anonymised.

Name of Participant
Signature

Date

Name of Researcher
Ibtesam Aldradi

Date

Signature

Name of Person taking consent
(If different from researcher)

Date

Signature

Appendix 3: Students' Questionnaire



Dear respondent

I am currently undertaking research as part of a PhD at Liverpool John Moores University.

The following questionnaire is to gauge your views about learning English and the

Quality of English programmes that you are studying at the university. Your cooperation

and your support are crucial in order to achieve the aims of this research.

Please tick the appropriate box:

Gender: Male Female Level: 1-2 year

Age group: 17-20 21-25 Level: 3-4 year

For each statement below, tick one of the boxes (5 to 1) which describe your feelings.

1) Strongly disagree, 2) disagree, 3) neutral, 4) agree, 5) strongly agree

Statements	1	2	3	4	5
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Students' Motivation for studying English:

1 - Learning English is important for my future career.

2 – Learning English helps me to be able to contact or chat on

Face Book with English speakers.

3 - Learning English helps me understand English songs, movies,

Newspapers and TV programmes.

4 -Learning English helps me to be able to communicate with

People when I travel to English speaking countries.

5 –I like learning English because it is a universal language.

6- Learning English helps me to express my points of view

regarding international issues.

7-Learning English helps me to establish business relations with English

Speakers.

8-Learning English fulfils my academic needs and ambitions.

9- The English programme has stimulated my enthusiasm for further

Learning.

Structure of the English Programmes at Tripoli University:

10 –The contents of the English language programme match

my expectations.

11-The learning and teaching methods used for these English

programmes are stimulating and interesting.

- 12 -The content of the English programme is well structured.
- 13-The content of the material enables me to acquire knowledge
and understanding of the subject.
- 14-The aims and outcomes of English programmes are appropriate
for students to learn English.
- 15-The English language programme needs to be reviewed.
- 16-The content of the English programme integrates the four skills
(listening-speaking-reading-writing).
- 17-The content of the English programme is difficult.
- 18-The workload for English programme is appropriate.
- 19 -The lecturers are well prepared and experts in the
subject area.
- 20-The lecturers are dynamic, motivating and devoted to teaching.
- 21-Overall I am satisfied with the quality of the English language
programmes.
- 22-There are no clear outcomes.
- 23- The English programme is based on individual teacher's

Improvisation.

24- The English Language programme at Tripoli University is

not student-centred.

25- The English language programme at Tripoli University does not foster and encourage

the development of professional employability skills.

Staff Delivery of the English programme:

26-The lecturers make the English programmes interesting.

27-The lecturers are up to date and innovative in their teaching.

28-I like to be taught by both Libyan and foreigner lecturers.

29- Lecturers are always well prepared and creative in their

delivery.

30- Some lecturers are inexperienced and often incompetent.

Teaching Facilities

31-The number of students in the classroom is acceptable.

32-Comfortable classroom furniture is available.

33-The library resources and services at the university are

sufficiently available.

34-The English Department promotes a collaborative learning

environment.

35-There is inadequate provision and IT facilities.

Assessment:

36- There are clear assessment criteria and marking schemes.

37- Exams standards are challenging and match the learning objectives.

38- Exams standards set for the awards are appropriate.

39- Assessment within and across the different exam components are

suitable and adequately varied.

40-There is a wide range of assessment practices.

41- The administration of the examinations, procedures, management of scripts time available for marking and impartiality with which the examinations are conducted are appropriate.

42- Student progress is carefully monitored by all teachers.

43- Regular and constructive feedback is given to students.

44- The standards of student performance are comparable with similar programmes or subjects in other similar Arab institutions with which you are familiar.

45- All policies are designed with a focus on enhancing and developing a high quality learning environment.

English learning Environment in Libya:

46-English newspapers and magazines are available in local shops.

47-As a student it is difficult to practise English outside the classroom.

48-The environment is not conducive to learning English.

49-The government needs proactive policies to promote English.

50-There is a lack of awareness about the importance of learning English.

Thank you for taking the time to fill in this questionnaire

Appendix 4: Semi-Structured Interview Questions for lecturers

I am currently undertaking research as part of a PhD at Liverpool John Moores University.

The interview is to gauge your views about the quality of English language programmes at Tripoli University. Your cooperation and your support are crucial in order to achieve the aims of this research.

The Questions can be summarised as follows into different themes:

Gender: Male Female

Nationality:

Degree: MA PhD Other

Teaching Experience: 2-4 5-8 9-10 10+

Government policy and English language programme

- 1) Are you aware of any national policy regarding the university English language programme?
- 2) Do you think that the policy-makers have a clear strategy to design and implement a new English language programme at university level?
- 3) There is a clear lack of awareness of the importance of enhancing English standards as a vehicle of knowledge in Libya.
- 4) Do you agree that enhancing the standards of English in Libya should be part of a larger and broader programme initiated to address a major issue which is to contain the decline of English?
- 5) In your view who should design the future English programme, politicians, Libyan university lecturers and language specialists or foreign experts in English language programme?
- 6) What should influence future English language programme in Libya?
- 7) What are the priorities in order to improve the standards of English at University?

Evaluating Existing English language programme

- 8) In your opinion what are the weakness of the University English language programme in Libya?
- 9) What features of the programme do you think need improvement?
- 10) What are the most commonly used materials in the programme?

- 11) Does the programme form a basis to communicate in English?
- 12) What contradictions are there in the programme?
- 13) What process does the department utilize for curriculum changes, programme evaluation and development?

Lecturers

- 14) What kind of support is available to you as a lecturer at the English Department?
- 15) What types of resources are available for you as a lecturer?
- 16) What major problems have you encountered and how have you dealt with it?
- 17) What are your views and perceptions of the English programmes?
- 18) Do you have any suggestions in terms of improving the quality of English programmes?
- 19) What do you think about the students' attitudes towards the English programme?
- 20) In your own opinion, what is the number one factor that contributes to student learning?
- 21) What strategies have you used to address diversity challenges?

Assessment

- 22) How do you continually assess your students?
- 23) Is there a better way to assess students?
- 24) To what extent do the assessment results reflect your students' performance?

Facilities

- 25) What are the facilities available for you as a staff member?
 - a) Working space
 - b) Access to language laboratories
 - c) Relevant IT resources.
 - d) Library loans
- 26) How do you feel about the institutions' support of the department?
- 27) How is staff development planned and reviewed?

Thank you

