

Perceptions of Libyan English Language Teachers towards Teaching the Target Culture

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Abstract

This study examines the perceptions of 20 Libyan teachers of English as a foreign language (EFL) at Sebha University towards teaching EFL culture inside Libyan EFL classrooms. It seeks to find out whether Libyan EFL teachers hold positive attitudes towards the use of the target language culture as oppose to the students' first language (L1) or not. In this study, a quantitative approach was used. The participants were asked to give their responses to a total of 7 multiple choice questions on Likert scale. The responses of the participants were analysed using descriptive statistics of the Statistical Package for the Social Sciences (SPSS). The results of the study showed that the majority of the participants hold positive attitudes towards the integration of EFL culture in teaching English language in Libya.

Keywords: attitudes, culture, EFL, English teachers, Libyan

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