

Teaching English Vocabulary to the Libyan Preparatory School Students: A Karmik Linguistic Approach

CHILUKURI BHUVANESWAR
FATIMA ZAHRA OMAR NASSER
OMISSAD MOHAMMED EMHEMMED
KHADIJA ATTAHIR ALI
NURA OMAR NASSER
SARA OMAR NASSER

ABSTRACT

Modern English language teaching is severely constrained by the spatiotemporal, material, and sociocultural-spiritual settings of the teacher-learner-administration-material networks in Libya. As a result, students are constrained by: 1) less time to learn; 2) unproductive and non-optimal settings to facilitate quicker learning; 3) incompatible materials to fulfill their demands; 4) inappropriate and inefficient teaching methods; 5) psychologically unreal and atomic methods, 6) experientially not comprehensive and 7) finally, a disjointed learning situation. In such a context, the learning-teaching situation has broken down into a haphazard trial and error method producing unpredictable and uneven results: a few manage to learn well by their contingent plans while many others pass in the process by sheer effort and the remaining fail to succeed. Therefore, there is a need to re-examine the whole problem of teaching-learning from a holistic perspective of the entire gamut of the teacher-learner-administration-material experience. For effective and optimum learning to take place, all such factors have to be interconnected and interrelated in an interdependent network of materials-teaching-learning in the existing spatiotemporal, material, and sociocultural-spiritual context.