An investigation of Incorporating Global issues in Libyan EFL Classrooms: 'Voices from the Field'

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ABSTRACT

Recently, the integration of global issues into educational systems has attracted significant attention throughout the world. This study aims to investigate the perceptions of 30 Libyan university instructors' about incorporating global issues into their teaching practice, as well as the factors that affect how they integrate global issues into their teaching and the global issues that they incorporate in their classrooms. A mixed method approach was used to collect data in this research. The data was collected through using questionnaire and a follow-up semi structured interview with six university instructors working in three Libyan universities. The findings show that EFL Libyan instructors perceive integrating global issues in their teaching positively. The main factors that influence their incorporation of global issue in their teaching practice are their beliefs that the global issues are unrelated to their courses, in addition to their lack of expertise and their students' low level. Health and environmental issues are most frequently addressed in the classrooms of the study's participants, with less emphasis placed on human rights, and social justice topics. These findings have significant policy and educational implications for Libya. Incorporating social issues into language classes might be crucial to enhance Libyan youth knowledge of issues like human rights, social equality, and citizenship as the country experiences an unstable political and economic situation.

Key words : EFL, global issues, Libyan instructors, professional development, teachers' beliefs

الملخص

في الآونة الأخيرة، اجتذب دمج القضايا العالمية في النظم التعليمية اهتماما كبيرا في جميع أنحاء العالم. تهدف هذه الدراسة إلى دراسة تصورات 30 استاذا جامعيًا ليبيًا حول دمج القضايا العالمية في ممارساتهم التعليمية، بالإضافة إلى العوامل التي تؤثر على كيفية دمج القضايا العالمية في تدريسهم والقضايا العالمية التي يدمجونها في فصولهم الدراسية. تم جمع البيانات من خلال استخدام الاستبيان ومقابلات مع ستة أساتذة جامعيين يعملون في ثلاث جامعات ليبية. تظهر النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية في ليبيا ينظرون إلى دمج القضايا العالمية في تدريسهم بشكل إيجابي. ا ن

العوامل الرئيسية التي تؤثر على دمج القضايا العالمية في ممارساتهم التعليمية هي اعتقادهم بأن القضايا العالمية لا علاقة لها بمقرراتهم، بالإضافة إلى افتقارهم إلى الخبرة وتدني مستوى طلابهم. يتم تناول القضايا الصحية والبيئية بشكل متكرر في الفصول الدراسية للمشاركين في الدراسة، مع التركيز بشكل أقل على موضوعات حقوق الإنسان والعدالة الاجتماعية. ولهذه النتائج آثار سياسية وتعليمية كبيرة على ليبيا. قد يكون دمج القضايا الاجتماعية في دروس اللغة أمرًا بالغ الأهمية لتعزيز معرفة الشباب الليبي بقضايا مثل حقوق الإنسان والمساواة الاجتماعية والمواطنة حيث تواجه البلاد وضعًا سياسيًا واقتصاديًا غير مستقر.

Introduction

English language teaching has changed significantly in recent years, opening up to modern methods and ideas and developing a new understanding of the teaching and learning process. This process should lead to educating future generations with modern methods that enhance their knowledge, abilities and skills that will prepare them to play an active role in our changing society, (Bourn, 2015). Therefore, it is possible to view global education as a valuable avenue for educating future citizens. In foreign language teaching, global education might aim to 'enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems', (Cates 1990, p. 3).

To educate global citizens, teachers should take on new responsibilities and reevaluate their teaching methods and content (Cates, 2002). Global issues such as poverty, freedom, climate change and sustainability have been incorporated in many EFL classrooms. However, most of these issues can be considered controversial and have sensitive nature (Haynes, 2009 ; Yoshihara, 2013). Therefore, there is a gap between what the recent methods of teaching advice and what teachers actually do in the classroom when they address global issues (Deviki, 2018). Although global education has not been integrated in the English language curricula in Libya yet, some global education aspects are already present in the materials such as global warming and climate change topics in reading comprehension books.

For many language teachers, it might be challenging to change teaching and learning into a procedure that tries to prepare students not just to

become proficient English speakers, but also to prepare them to be resbonsible citizens. English language teachers must raise their students' understanding of global issues rather than focusing just on teaching the language structure necessary for their professional needs (Diachkova et al. 2021). As a result, it's critical to investigate how global issues are included in Libyan language instruction in the context of higher education. The purpose of this study is to better understand how Libyan EFL university instructors view global issues, the factors that affect how they incorporate them into their syllabus, and the specific global topics they integrate in their classrooms.

Literature review

What is global education
According to Yakovchuk (2004), the global education approach first began in the 1970s and 1980s from new ideas in the field of social sciences and education. According to Tye and Knip (1991), global education 'involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological', (P.47). Muhaimin (2014) mentions that global education is generally divided into four main components: knowledge, skills, attitudes and action; (1) Knowledge about world difficulties and disasters such as hanger, pollution and draughts. Additionally, students should know about the causes of these problems and the possible solutions. (2) enhancing students' soft skills such as problem-solving, cooperation, communication skills and critical thinking. (3) Adopting global attitude in which students respect other cultures, have empathy with others and have global awareness. (4) the active participation in the local and global communities to try to solve world problems. According to Cates (2000), the main goal of global learning is to have students 'think globally and act locally, (P.241).
Global education, as stated by Cates (2000), involves 'integrating a global perspective into classroom instruction through a focus on international themes, lessons built around global issues, classroom activities linking students to the wider world and concepts such as social responsibility and world citizenship', (P241). Global issues are

incorporated differently by EFL teachers in English language classrooms, according to Muhaimin (2014), this integration requires materials, teaching method, language teaching content and extracurricular activities. Basarır and Sari (2022), argue that issues such as environment, poverty, discrimination and violence should be integrated in the existed subjects rather than adding more subjects to the curriculum.

Rationale of Global Education
In order to deal with the local, global, and intercultural issues that have an impact on people's lives, it is necessary to have a thorough understanding of these issues as well as a sense of responsibility. Omidvar & Sukumar (2013) assert that world problems are interrelated and global citizens are intrinsically dependent on each other. Thus, educators and language teachers are under pressure to incorporate global issues into their lessons. Consequently, this raises a question about the role of education in developing a sense of global citizenship. According to Baildon and Sim (2009), education is a key resources to address the benefits and challenges of globalization. Duty (2010) emphasized that young people should take ownership of the events that happen in the world around them. Language learners should have a feeling of global citizenship, be aware of local and global issues, and be prepared with the necessary life skills to communicate and engage with others, (Almaamari 2014).
Although increasing student knowledge and fostering good citizenship are the primary goals of incorporating global issues into English language curricula, English (2017) noted that there are also some pedagogical advantages. To begin with, addressing global challenges in language classes calls for the utilization of authentic resources, which heightens the content's relevance. Since meaningful learning improves the understanding of new knowledge and information, it follows that authentic material may facilitate the learning of language in content-based instruction, (Anderson 1996 ; Krashen, 2004). Additionally, addressing global themes in language classes may boost students' motivation because they will read about new issues and problems rather than the usual topics like shopping and sports. Furthermore, when bringing global issues into their lessons, language teachers have the chance to incorporate all four skills. This will provide an opportunity for

group and pair projects, as well as collaborative learning, (English, 2017).

Divisions of Global Issues

A global issue is defined as "a contemporary phenomenon affecting the lives of people and/or the health of the planet in a harmful or potentially harmful way" (Pike and Selby, 1988, p. 22). Terrorism, water scarcities, climate change, poverty, and deforestation are a few examples of global issues (Shuga'a et al 2019). There does not seem to be any agreement in the literature regarding what topics can be classified as global issues. However, Bhargava, (2006) divided global issues onto five categories : human development, global economy, peace and security, natural resources and global governance. Furthermore, Yakovchuk (2004) added two additional global issues : intercultural communication issues and linguistic imperialism. Yakovvhuk's (2004) division will be used in this research which covers topics including :

Environmental issues like global warming, pollution, deforestation and endangered animals.

Peace education issues like refugees, wars and nuclear arms race.

Human rights issues like racism, gender issues and children's rights.

Intercultural communication issues like cultural issues and global citizenship.

Socio-economic issues like advertising, poverty, wealth and consumer society.

Health concerns like drugs and AIDS ; and Linguistic imperialism.

Global Issues in English Language Classrooms

Many educators stressed the importance of integrating global issues in the foreign language classroom (Starkey 2000, Cates 2009, Mark 1993, Dyer and Bushell 1996). For instance, according to Dyer and Bushell (1996) 'students should be encouraged to use their English to clarify and express their values, to think and speak critically about world issues, and to judge and synthesize other perspectives', (p.2). The EFL classroom provides a global prospective because it is a meeting point between languages and culture, Yakovchuk (2004). According to Shuga'a, et al

(2019), the process of learning a language, textbooks and teaching methods help students in becoming fluent while also familiarizing them with the current global issues. Erfani (2012) argues that integrating global issues in EFL contexts creates awareness among students about issued around the world and introduces them to the values of global citizenship.

According to Cates (1997), content-based and task-based instructions are part of the communicative methodology which is used in language classrooms that integrate global content. Task- based language teaching is based on the use of communicative tasks as in the planning and teaching practice. Since they entail negotiation, communication, and engagement, they give significant context for learning, Richards & Schmidt (2002)

Few studies have looked at initiatives to include global themes in foreign language instruction, according to Diveki (2018). For instance, Başarr (2017) investigated the perceptions and teaching practices of 13 EFL instructors regarding the inclusion of global issues in their classes. Only a small percentage of the participants in his study claimed to have included global topics in their instruction, according to the study's findings.

Akbana & Yavuz (2020) conducted a qualitative research to investigate Turkish EFL teachers' views on integrating global issues in language teaching. The findings of this research revealed that the participants had a clear understanding of global issues. The participants favor employing textbook approaches, particularly in speaking and writing skills classes, to incorporate global themes in English language instruction.

According to Pratama and Yuliati's (2016) research findings, there is a positive correlation between teachers' motivation and knowledge of global issues and how successfully they integrate those topics into their lessons and practices. According to the results of these studies, including global issues in language classes may have a number of positive educational effects, including fostering tolerance and respect for other cultures, increasing student awareness of global issues like climate change, and enhancing soft skills like critical thinking and problem-solving. Additionally, incorporating global topics enhances learners' vocabulary and language proficiency.

However, studies that investigate incorporating global issues in the Libyan EFL context appear to be rare. Thus, this study aims to fill a part

of this gap and heed Diveki's (2018) call for more research on global issues in EFL contexts. It aims to investigate EFL Libyan instructors' perceptions about the integration of global issues in their teaching practice, as well as the factors that affect their choice and the kind of issues that they choose to include in their teaching practice.

Research questions

1. How do EFL Libyan instructors perceive incorporating global issues in their classrooms ?
2. What are the factors that influence EFL instructors' integration of global issues into their lectures ?
3. Which global issues do Libyan EFL instructors incorporate in their classrooms ?

Research Methodology

Participants

30 EFL instructors from three universities in Libya took part in this study. 23 participants hold an MA, while seven have PhDs. They have varying degrees of expertise teaching the English language, ranging from one year to more than 15 years. It was assumed that the participants' varied backgrounds in English language instruction and teaching experiences would result in a wide range of insightful opinions.

Research Design

Mixed method approach has been used to collect data in this research. A questionnaire with two parts was given to the participants to complete :1) background information about the participants' gender, age, qualifications and teaching experience. 2)The integration of global issues by participants, the factors influencing their integration of global issues, and the global issues that participants integrate in their teaching practice. The questions in part one were intended to learn about the participants' teaching qualifications and experience as well as to get some basic information about them, whereas the questions in part two were geared to provide answers to the three study questions. The participants received some brief theoretical explanations of the themes being addressed in the introduction and throughout the questionnaire.

To further explore some of the replies made by the participants on the questionnaire, semi-structured interviews were also undertaken with six instructors (McDonough & McDonough, 1997). They included five females and one male instructor. To preserve their privacy, numbers were assigned to all instructors. Both of the two data collection tools complemented each other. While the questionnaire provided answers to the research questions, the interview questions and discussions with instructors provided more detailed information about how they view the incorporation of global issues in their teaching practice.

Process of data collection and analysis
After getting the permission from the heads of the department, a questionnaire was issued via email to 47 EFL Libyan university instructors. Thirty copies were received. Then, only six of the ten instructors who had been approached to participate in the interview accepted. It was the end of the academic year so teachers were busy in grading their students' assignments and exam papers.

At the beginning of the interviews, I informed the participants about the purpose of the study and assured them that the information provided would be kept confidential. The length of the interviews ranged from thirty to forty-five minutes. The participants occasionally utilized Arabic throughout the interviews in order to provide examples and more clarifications. The interviews were done in English.

Regarding the analysis, the quantitive data was analyzed by using procedures of description and categorization. The frequency of the responses was also calculated. Next, qualitative data from the semi-structured interview were categorized using the content analysis method. The findings were then divided into three main themes: instructors' perceptions, the factors that influence their integration of global issues, and the common global issues that they incorporate in their teaching. The questionnaire's results were supported by the themes, which also added more thorough justifications and clarifications.

Findings and Discussion
The following section provides the main findings of this research from the questionnaire and the interview.

1. How do EFL Libyan instructors perceive incorporating global issues in their classrooms ?

In response to the questionnaire questions, 50% of the participants said they view incorporating global issues into their teaching practice favorably. Figure 1 shows that 53% of participants responded to a question regarding the objectives beyond instructors' integration of global issues with the statement that they integrate global issues to improve students' language proficiency. According to 46.7% of respondents, they are taught because they are included in the textbook or other teaching materials. To increase their students' awareness of current global issues, 33% of the participants said they include global topics in their lessons. 20% of participants also believe that teaching about global concerns will improve their students' ability to think critically. According to the interview responses, the majority of the instructors had a favorable attitude toward incorporating global issues into their teaching practices. T4 : '*it is important to incorporate public health and other issues in the language classroom to improve students' language and knowledge'.* T5 added : '*I integrate them in my teaching because students' need to be aware of such issues and to read about them'.*
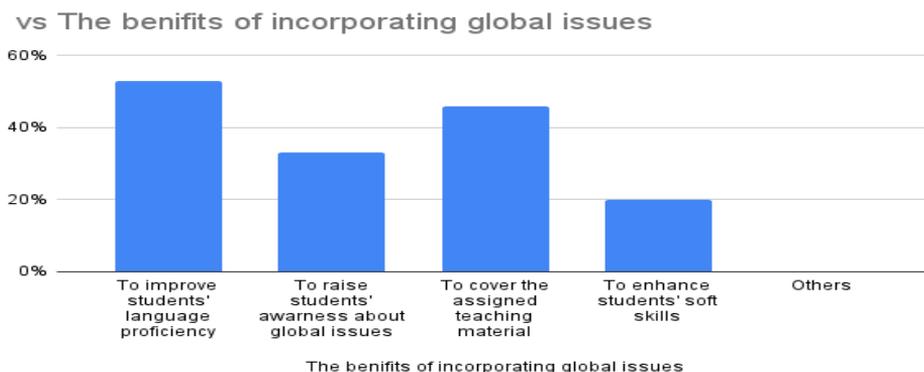

Figure 1 : The participants' aims of incorporating global issues in their classrooms

The remaining 50% of participants, however, mentioned that they do not integrate global issues in their lectures. Two instructors responded to a follow-up question in the interview by saying that they do not necessarily

need to incorporate global topics into their lectures. For example, T1 : said '*we teach the language not what is happening in other parts of the world'*. She added : *'we have so many rules and information to teach in the classroom. Global issues could be watched on documentries or in the news.* The factors that the participants identified as having an impact on how they integrate global challenges will be covered in more detail in the section that follows.

2. What are the factors that influence EFL instructors' integration of global issues into their lectures ?

The participants selected various factors that they think hinder the incorporation of global issues in their teaching practice.

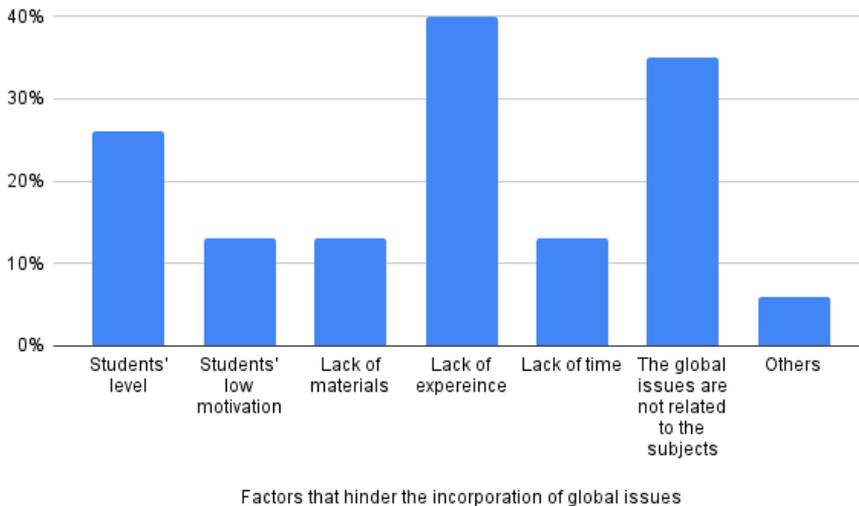Factors that hinder the incorporation of global issues

Figure 2. The factors that hinder the incorporation of global issues

As figure 2 shows, 40% of the participants admitted they were unsure of how to include global issues in their classroom activities. 35% of teachers who believe that global issues are not related to the subject's content referred to the relevance criterion. Students' low level was selected by 26% of the participants. The other factors that the participants mentioned were lack of enough time to incorporate extra topics, lack of suitable materials and students' low motivation,

With regard to the participants' professional skills, only 7% of the participants claimed to be knowledgeable about how to include global topics in their teaching. Nevertheless, 93% of participants said they lack confidence in including global topics in their lesson plans because they haven't attended any professional development workshops or courses on the topic.

In the interview, four teachers argued that global issues could be integrated in language skills mainly in speaking and writing courses but not on other subjects such as research methods, linguistics and phonology. T6 said : '*we cannot teach global issues in the research methods. It could be incorporated in speaking classroom but not to action research or literature'*. The interview responses pointed to instructors' lack of knowledge and training on how to incorporate global issues into their lesson plans and how to design materials that cover such issues, which is consistent with the results of the questionnaire. For instance, four of the instructors who were interviewed stated that they would like to receive training on how to include environmental issues in the classroom. T2 : '*I am not sure about how to teach topics such as climate change and social justice. The need different activities and I have to be less controller of the classroom'*.

These findings have a serious implication for educators and policy makers to develop pre-service and in-service teacher training towards more global teaching. These results also seem to reflect the need to integrate current methodological trends such as learner autonomy, experiential learning and learners centered classrooms in the Libyan EFL university teaching.

3. Which global issues do Libyan EFL instructors incorporate in their classrooms ?

The study's participants said that they cover a wide range of global issues in their classes. The public health issues receive the most mentions (66%), followed by environmental issues (46%). Human rights, peace, and social issues, however, received less focus, as presented in Figure 3.

The Common Global Issues in the particiapnts classrooms

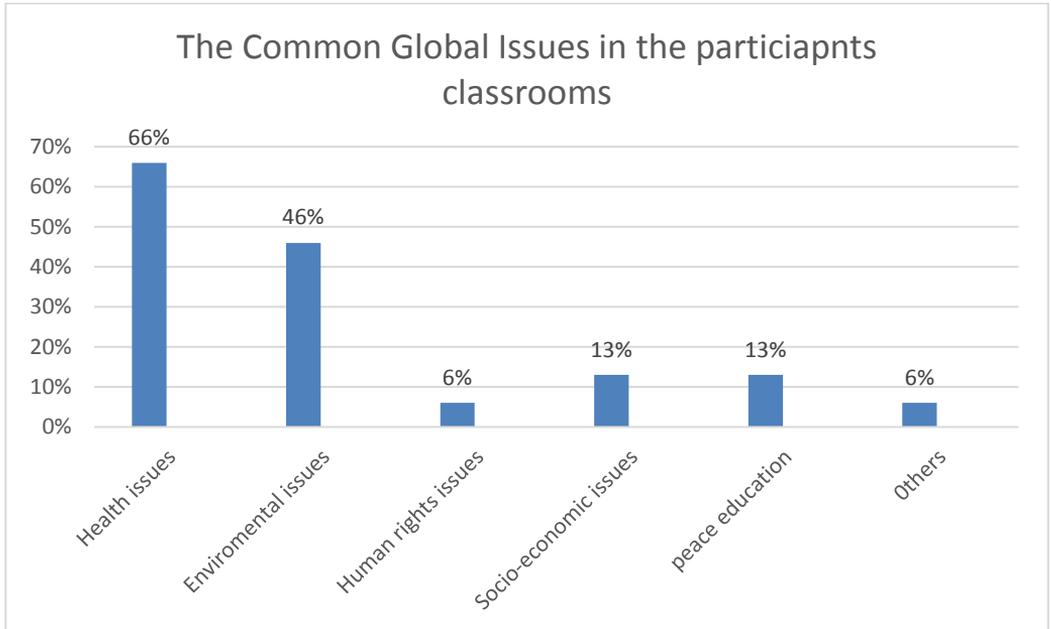|	
Health issues	66%
Enviromental issues	46%
Human rights issues	6%
Socio-economic issues	13%
peace education	13%
Others	6%

Figure 3 : The common global issues in the Libyan EFL university classrooms

These findings are significant because they demonstrate instructors' increased awareness of general public health issues. These findings are consistent with the teachers' responses to the interview, in which three of the teachers said that teachers are responsible of educating students about health issues. T5 : '*after what we all went through in the pandemic ; it is good to discuss health issues in the classroom'*. T4 added : *'during the pandemic, students learnt so many new terms and vocabulary. It is good to make use of that and ask them to do presentations about it or use the new terms in their writing'*.

Most of the instructors appear to place greater emphasis on general public and global issues than on those that can have a sensitive dimension, such as social justice or human rights issues. I asked the interviewers about these difficulties in a follow-up question, and they gave similar responses. T5 : *'I try to avoid referring to any local issue when I teach. I prefer topics such as the pandemic, global warming than talking about social justice or social concerns'*.   T6 added *'I teach*

students' from different cities and some of them are displaced so I avoid discussing any issue related to what is going on in Libya. I teach neutral topics such as health issues.' Whereas, the only different answer was from T4 who said that '*It is time to teach our students about issues such as discrimination and bullying. About environment awareness and citizenship'.*

Discussion and implications

The present study is set out to investigate Libyan EFL teachers' incorporation of global issues in their teaching practice, the factors that hinder them from incorporating global issues in their classrooms and the issues that they cover in their lectures. The results reveal that 50% of participants have a favorable perspective on global issues. This is consistent with Diveki's (2018) research, which found that university professors in Hungary had a favorable attitude toward incorporating global issues into their curricula.

However, for a variety of reasons, 50% of the participants do not include global issues in their lectures. This shows that global education is not currently a regular topic in Libyan language classes, and that more effort will be needed on the part of policymakers, teachers, and scholars to incorporate it into English language courses. The participants listed a variety of factors that affect how they integrate global issues, including their students' low level, their beliefs, their lack of experience and training.

The majority of instructors identified two factors : lack of expertise and the participants' beliefs that global issues are unrelated to their subjects. Research methods, literature, and teaching methods courses, among others, are not appropriate for integrating global themes. This is assumed to be a result of teachers' perceptions that only language skill classes should include global issues. According to Kwee (2021), some educators feel that their job is to provide factual knowledge rather than to address social or cultural issues. These findings are similar to Başarır's (2017) research findings which showed that most of the participants in his study think that global issues are not related to their subjects. Omidvar and Sukumar (2013) argue that language curricula should empower students to carry out their social responsibilities more effectively in addition to teaching a particular content knowledge.

University English language instructors in Libya have a certain degree of flexibility in designing their own activities and selecting topics and teaching materials. Thus, the implemented teaching methods should be more student-centered which enable them to incorporate material on global issues into their lessons effectively. 'We all need to use reading passages, dialogues and discussions in our teaching, so why not design these with content that informs students of important world issues and challenges them to consider solutions ?' Cates (2002, p.45). In addition, teachers should assign tasks that focus on communication about the world not as a structure and use variety of techniques such as role-play, discussion about a particular issue, and projects about global issues. This will raise students' interest in and awareness of global issues and enhance their language skills.

Another concern that was brought up by the majority of instructors was the lack of knowledge and expertise about how to include global issues in their teaching practice. There is a demand for professional development programs where instructors can enhance their teaching skills and share their knowledge and experience. Instructors should participate in seminars, webinars, and workshops to gain the knowledge they need to properly integrate global issues into their classrooms. 'By joining those academic activities with the topic related to global issues, teachers can improve their knowledge and experience in the foreign language they are teaching as well as improving their knowledge related to global issues' (Pratama and Yuliati 2016, p. 720).

Students' low language proficiency was mentioned as important factor that hinder instructors from incorporating global issues in their classrooms .This in line with Akbana, & Yavuz's, (2020) research findings which showed that students' proficiency in English affects teachers' choice of global issues. Similarly, Yakovchuk's (2004) research findings indicate that teachers' primary considerations when choosing global issues to cover in the classroom are students' interests and language proficiency. However, Muhaimin (2014) argues that global issues can be integrated in teaching content and activities 'even when students are just starting to learn the sounds of the foreign language', (P17).

Another related factor is the lack of expertise in choosing instructional materials that incorporate global issues. Instructors do not draw attention

to global issues, even when they are mentioned in textbooks, such as global warming. This is due to the fact that the majority of participants, as previously noted, lack the necessary experience to incorporate global issues into their teaching methods and instructional materials. In addition, the majority of the available resources do not include useful real-life challenges concerning global issues (Diachkova, 2021). Most of textbooks in use now concentrate on everyday subjects like dining, shopping, and travel. According to Omidvar and Sukumar (2013), textbooks and teaching materials should include knowledge, skills and views that support students in becoming global citizens. These materials need to be relevant to students' interests, cultures, and local problems. Erfani (2012) stated that 'the source of the themes of the materials should be derived from the learners' life situations, needs and interests' (P. 2414).

These findings might provide insights for universities to arrange for appropriate professional development opportunities for both in-service and pre-service teachers to enhance their teaching skills. With these contributions, this research expands on the potential for change in instructors' perceptions of the significance of incorporating global challenges as well as in instructors' perceptions of their roles. It is the responsibility of English language instructors to raise their students' awareness of international issues. Students' attitudes and perspectives regarding local and global issues will undoubtedly change as a result of the increased knowledge and awareness. Additionally, by introducing global topics into language classrooms, EFL students will have the chance to improve their life skills and become active members of the global community, Sundh et al (2021).

Further, the issues that the participants of this study cover were mostly classified under health, and environmental issues with less focus on socio-economic, peace- and human rights issues. This reflects instructors' views that general issues—rather than political or local ones—should be discussed in the classrooms. This is consistent with Deveki's, (2018) research results which showed that teachers tend to avoid discussing political and religious topics in the classroom. However, according to Sundh et al (2021), English language teachers have a 'moral responsibility to foster discussion on global issues in society and the local community, promoting peace, justice, inclusion, and human rights via

means of the language' (p.10). As a result, students will be taught how to be responsible citizens.

In order to give graduates, the skills and global competency required for the job market, it is crucial to underline the necessity of incorporating global issues in the Libyan context. Most significantly, talking about topics connected to social justice, and human rights is crucial given the unstable political and economic situations. According to Balkir (2021), incorporating such problems could promote acceptance and understanding of people from diverse racial, ethnic, and cultural backgrounds.

To sum up, according to Erfani (2012), in order to integrate global issues successfully into EFL classrooms, teachers need to choose interactive teaching methods that are more learner-centered, select appropriate cultural and social topics for classroom discussion, and incorporate both local and global issues into their designed activities and materials.

Conclusion and Recommendations

This study investigated Libyan EFL instructors' perspectives of how they address global issues in their classrooms, the factors that affect their incorporation of the global issues, and the global issues that they most frequently discuss with their students. The study's findings revealed that 50% of participants have favorable opinions toward world issues. They listed number of justifications for using them with their students, including boosting their knowledge, increasing their awareness, and sharpening their critical thinking abilities. The other half of the study's participants, however, stated that they do not include global topics in their lectures.

The factors that influences instructors' integration of global issues are various such as the instructors' lack of experience, irrelevance of global issues to the subjects that they teach, and students' low level. Most of the participants believe that global issues should only be covered in language skill courses and not in other subjects like literature, phonology, or research methodologies.

The most common issues that instructors incorporate in their teaching are public health issues and environmental issues. Most of the participants avoid human rights and social issues. This has a series implication that such issues need to be integrated in the Libyan EFL classrooms due to

the unstable situation and local social challenges that Libyan face such as displacement and lack of awareness about environmental challenges that the country faces.

Based on the findings of this study, I recommend the following

- In-service training opportunities should be provided for English language instructors with specific focus on global education, appropriate methodology and curriculum development.
- English language instructors should exploit the opportunities of extra-curricular activities such as correspondence, virtual cooperation, and exchange programs, etc.
- Developing policy guidelines for the inclusion of global education at all levels of education.
- Developing course books and teaching materials for the purpose of global education

Limitations :

This study investigated the perceptions of integrating global issues in Libyan classrooms of 30 Libyan university instructors and the factors that influence their choice of issues. As this study was based on a small number of participants, the research findings cannot be generalized to all EFL university instructors in Libya. The findings of the study might have been different if the researcher had managed to collect more responses to the questionnaire questions. In addition, the reliability of this small-scale study could be increased by conducting classroom observations and investigating the participants lesson plans and teaching materials.

Suggestions for further research

Further research can be conducted at different educational levels and with more participants to investigate the global, local and controversial issues that EFL Libyan teachers incorporate in their teaching. In addition, a longitudinal study can be conducted to explore the influence of integrating global or local issues on students' English language skills and proficiency over time. Furthermore, EFL teachers' perceptions at different institutes or schools about the incorporation of global issues in language classrooms can be an important area of investigation by conducting classroom observation and looking into teachers' lesson

plans, tasks and materials. Another potential area of study would be involving other perspectives such as students' attitudes or policy makers' points of view.

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