تـــويـــــه:

إنّ كافة الآراء والأفكار والمعلومات التي تنشر بأسماء كُتَّابها تعبر عن وجهة نظر أصحابها، ولا تمثل وجهة نظر هيئة تحرير المجلة.

مجلة علمية محكّمة نصف سنويّة

تصدر عن كلية اللغات والترجمة بجامعة الزيتونة- ترهونة

المجلَّــــــــــة اللُّغَويّـــــــــــة

مجلة (المجلة اللغوية):

مجلة علميّة محكَّمة نصف سنوية تصدر عن كلية اللغات والترجمة بجامعة الزيتونة، تقوم بنشر الأعمال البحثية للباحثين وفق المعايير العلمية، وكذا وفق قوانين إصدار ونشر الدولة الليبية.

أهداف ورسالة المجلة:

مِن أهم أهداف ورسالة المجلة الرقي بمستوى البحث العلمي، نشر أعمال متخصصة تراعي إتباعها لقواعد النشر العلمي، الإسهام في نشر ثقافة البحث العلمي وتنشيطه، إظهار الجهود العلمية للباحثين والدارسين ونشر بحوثهم.

شروط النشر في المجلة:

- يشترط أن تكون البحوث العلمية المقدمة للنشر معدة وفق مناهج البحث العلمي من حيث الشكل والمضمون.

- ألاّ تكون المواد المقدمة للنشر قد سبق نشرها.

- ألاّ تزيد عدد صفحات البحث المقدم للنشر عن (25) صفحة، ومطبوعًا ببنط (12) وتُرسل نسخة مطبوعة وأخرى محفوظة بقرص مدمج (CD).

- أن يكتب على البحث اسم الباحث ثلاثيًا وكذلك جهة عمله وعنوانه والبريد الإلكتروني.

- أن يكون توثيق المراجع داخل البحث بنظام (APA) بحيث يشار إلى التوثيق في نهاية الفقرة، فيكتب الاسم الأخير وسنة النشر ورقم الصفحة داخل قوسين، وتكون قائمة المراجع في نهاية البحث وفق هذا النظام.

- أن يكون الخط (Amiri) للبحوث المكتوبة باللغة العربية، وخط (Times- New Roman) لبحوث اللغة الانجليزية، وبمسافة بين الأسطر (1.15سم).

- تقبل البحوث العلمية المكتوبة باللغة العربية والانجليزية والفرنسية، ويشترط إرفاق بحوث اللغتين "الانجليزية والفرنسية" ملخصًا باللغة العربية لا يتجاوز (200) كلمة.

- تخضع البحوث العلمية المقدمة للنشر في المجلة للتقييم العلمي واللغوي.

- يخضع البحث المقدم للتقويم السري لبيان صلاحية نشره من عدمها ولا يُعاد البحث لصاحبه إذا لم يُقبل و تقدّم أسباب رفضه للباحث.

- تؤول جميع حقوق النشر للمجلة، ولا يجوز نشر البحث أو أجزاء منه في أيّ مكان آخر بعد نشره في المجلة إلا بإذن كتابي من هيئة المجلة.

خطـــــــــوات التحكيم:

تعدَّ عملية التحكيم عملية مهمة لضمان جودة البحوث، ومدى صحة المعلومات الواردة فيها، ولا تنشر في المجلة إلّا بعد موافقة لجنة التحكيم والتقويم، وقد قرَّرت لجنة المجلة أنْ يدفع كل مَن يريد نشر أيّ بحث في المجلة مبلغا وقدره (50د.ل) عن كل بحث نظير تحكيمه مِن متخصصين قبل النشر، وهذا المبلغ غير قابل للاسترجاع في جميع الأحوال.

المجلة اللغوية بكلية اللغات والترجمة، جامعة الزيتونة

مجلة علمية محكمة نصف سنوية

العدد التاسع/ يونيو 2024م

المحتويات.

الكلمة الافتتاحية

الحمد لله رب العالمين، والصلاة والسلام على سيد المرسلين نبينا محمد -ﷺ- وعلى آله وصحبه أجمعين.

وبعد، تبتسم مجلتنا "المَجَلَّة اللُّغَوِيَّة" ببكاء الأقلام، إذ تواصل مسيرتها دون توقف بصدور العدد التاسع، الذي يتصف بأصالة الأبحاث العلمية المنشورة فيه؛ وذلك من حيث إثراء المعرفة وإضافة الجديد، والمساهمة في حل المشكلات في المجال اللغوي والبحث العلمي.

والسلام عليكم ورحمة الله وبركاته، ، ،

رئيس التحرير

The Effect of Using YouTube on Enhancing Listening Skills among EFL Students at the University of Jordan

Adel Mohammad Mahmud Khalifa

Collage of Applied Sciences and Technology- Al-Awata

Abstract: This quasi-experimental study aimed to investigate the effect of using YouTube on enhancing students' listening skills at the university stage as they face some difficulties on grasping the listening tasks. One question was addressed to achieve the purpose of this study; are there any statistically significant differences at the level of (a=0.05) in the listening skills mean scores of English Communication Skills 100 Students at the University of Jordan attributed to the teaching method (Using YouTube vs. conventional method)? The study was conducted at the University of Jordan during the first semester at the academic year 2018/2019. The participants were 50 students divided into 25 students as experimental group and 25 as control one. The researcher used the pre-post test to collect the data for this study. Then, data were analyzed using SPSS package (i.e. ANCOVA). The findings of the study showed that the experimental group listening skills have enhanced better than the control one. This was because of the use of YouTube in English classes as a complementary material. Also, the findings showed statistically significant differences

between the mean score of the experimental group and the mean score of the control one. Based on the study findings, the researcher recommended using "YouTube" in English language classes to develop students' listening skills and conduct other studies on the effect of YouTube on enhancing students' listening.

Keywords: YouTube, listening, English communication skill 100.

الملخص

هدفت هذه الدراسة شبه التجريبية إلى بحث تأثير استخدام اليوتيوب في تحسين مهارات الاستماع لدى الطلبة في المرحلة الجامعية بما انهم يواجهون بعض الصعوبات في فهم مهام الاستماع. تم طرح سؤال واحد لتحقيق هدف هذه الدراسة: هل توجد فروق ذات دلالة إحصائية (a=0.05) في المتوسطات الحسابية في مهارات الاستماع لطلبة مادة مهارات الاتصال 100 في الجامعة الاردنية تعزى إلى طريقة التدريس (استخدام اليوتيوب مقارنة بالطريقة الاعتيادية) ؟. أجريت الدراسة في الجامعة الأردنية خلال الفصل الدراسي الأول من العام الجامعي 2018/2019. كان المشاركون خمسون طالب تم تقسيمهم الى 25 طالب كمجموعة تجريبية و25 طالب كمجموعة ضابطة. استخدم الباحث اختبار قبلي وبعدي لجمع البيانات لهذه الدراسة. بعد ذلك تم تحليل البيانات باستخدام (SPSS package (i.e. ANCOVA). أظهرت نتائج الدراسة تحسن مهارات الاستماع للمجموعة التجريبية أفضل من المجموعة الضابطة. كان هذا التحسن بسبب استخدام اليوتيوب كمادة متممة (للمنهج الدراسي). كذلك أظهرت النتائج اختلافات إحصائية هامة في المتوسط الحسابي بين المجموعة التجريبية والمتوسط الحسابي للمجموعة الضابطة. بناء على نتائج الدراسة أوصى الباحث باستخدام اليوتيوب في فصول اللغة الانجليزية لتطوير مهارات الاستماع لدى الطلبة، وإجراء دراسات أخرى حول تأثير اليوتيوب في تحسين مهارات الاستماع لدى الطلبة.

الكلمات الرئيسية: (يوتيوب، الاستماع، مقرر مهارات الاتصال 100).

Introduction

Listening skills are considered as the important source of the language input and one of the basic skills that drive language learners to improve and acquire the target language. Also, listening skills are very important to make an effective interaction process between speaker and the listener.

Students need to listen, and understand what their lecturers say and respond to it. Also, if they are incapable of listening effectively, their communication will break down and find many difficulties in learning the target language.

It is so clear that the lack of listening to native speakers in a real conversation is a big barrier which faces students to practice real listening situations. This leads researchers to rethink in helpful instruments to use in class to imitate the authentic.

Richards (2008) stressed that teaching listening skills have attracted greater interest in the recent years. Many studies investigated that listening skills are essential in language learning. University admission exams, exit exams, and other examinations like (TOEFL) and (ILETS) include listening and speaking tests. This indicates that listening skills are essential to second-language proficiency.

Dimitriu (2017) stated that teaching and learning English at the academic stage are an important and difficult job. It needs a careful planning from language teachers.

Many undergraduate curricula focus on teaching English for Specific Purposes. They aim to give students as much vocabulary as possible to establish a high level of communication in language classes.

Nguyen, et al. (2014) stated that learning and teaching English are affected by some factors. They asserted that "beginning from teaching style, communicative activities, teachers' ability in classroom organization, lesson preparation, teachers use of teaching aids and technology, and students' confidence in using oral English in class activities." (p.94)

Moreover, Albaddi (2013) stated that the technological innovations in the 21 century have changed the ways of teaching and learning. This scientific technological development has a major impact on education. Each academic field encourages the use of technology to develop and enhance student's learning, especially, in English language teaching and learning.

All over the world, the focus on the role of technology in language teaching-learning has become a helpful complementary factor for both teachers and learners as technology plays an operative role in 21th century.

Background

The goal of teaching listening skills is to achieve efficiency in using language.

Also, English language Learners should be able to make themselves understand the spoken language. English language learners face difficulties in understanding native speakers either in oral communication or once they speak on TV and movies.

Rost (2011) expressed that listening is important to all language learners. It is one of the components of spoken language processing. One cannot speak a language without listening. Listening is also an area connected with other areas and fields. Listening is relevant to human, applied, social and natural sciences.

This study attempts to provide a perspective about using YouTube as an instrument that can be used inside English language classrooms among English Communication Skills 100 Students at University of Jordan. It also investigates whether YouTube is a useful resource to teach listening skills in EFL classrooms.

Harmer (2003) stated that using videos can add extra dimensions to students' learning experience, which are: firstly, practicing language in-use, secondly, raising cultural awareness where video allows students to look at situations far beyond their classrooms, thirdly, the creation when the students use video camera themselves, they are offered the chance to create memorable and enjoyable learning images.

Moreover, Berk (2009) stated that the importance of the videos comes from their probable role in achieving the usefulness of the verbal and nonverbal linguistic content, rhythm and emotion among language learners. Besides, this drives

the learners to recognize the nature of sounds (spoken language) and connects them with the scene (as if in real situations to use a language). Moreover, this helps the language learner to remember the spoken language related with the pictures within the videos. Most importantly, it is useful to apply this process in the classrooms to promote language learning.

According to Damronglaohapan and Stevenson (2013) when teachers decide on the source of visual media to be used in the classroom, they must consider several factors such as cost, appropriateness of content, and relevance to the learners. YouTube is considered a free, easy source of material that includes videos, music, documentaries, and movies.

A YouTube website is one of the important inventions which have a noticeable effect on the teaching and the learning process. Zainol Abidin, et al. (2011) stated that YouTube is widely known as an internet website which contains millions of created and authentic videos in several subjects of life. This website includes a variety of the content of videos and video clips. Many videos can assist English language teaching and can be used in language skills enhancement.

Several researchers studied the use of YouTube in the ELT process and gave their ideas how to use it in language classrooms. Alhamami (2013) stated the features of YouTube as follows: "popularity, availability, easy access, and easiness of use". Many

language teachers and learners start using YouTube to teach and learn languages by uploading and downloading language videos containing various dialects and content to facilitate language learning.

Silviyanti (2014) stated that the use of YouTube seems to be interesting, motivating, and useful to students in a listening class. Moreover, it has a positive effect on students' language learning process. Students seem to be very passionate and eager to watch YouTube videos then practice to pronounce words and to speak like native speakers.

Furthermore, Watkins and Wilkins (2011) stated that YouTube is an appropriate instrument to teach English and expose students to a variety of English dialects. Short videos in various dialects are considered easy to be found and accessed in YouTube, and the huge variety of content and cultures is interesting to students. Short videos allow for the largest variety of accents and situations to be experienced by students in the classroom.

Terantino (2011) expressed that YouTube provides a good access to language and culture-based videos and instruction from all over the world. It is a source for student and teacher-created loaded videos. Most importantly, YouTube videos provide students with a good chance to engage in the target language.

Muchtar, et al. (2015) stated that since YouTube videos are observed through

sight and sound, teachers and learners can easily find new ways to use these videos to enhance students' listening skills in a classroom. They also use them in English conversation in the class, along with using such videos to enhance these skills, through engaging students in watching authentic English language situations.

Muric (2010) studied the use of online video recordings from the video server, and its possibility within English lessons inside the classroom. The researcher found that the students enjoyed lessons based on using recordings found on YouTube. Also, he found that YouTube can be used as an enormous source of authentic and actual teaching materials which can enrich a teacher's English lessons and from which students can benefit.

Alqahtani (2014) studied the effectiveness of using YouTube in enhancing English foreign language students listening comprehension skills. The study was conducted in the Kingdom of Saudi Arabia and aimed to examine the effect of YouTube as a teaching instrument to enhance Saudi EFL students' listening skills. The positive results indicated that the use of YouTube was beneficial to EFL students, and encouraged them to develop their listening skills.

Omar (2017) explored the impact of YouTube on enhancing listening and speaking skills of the EFL learners. The findings showed that English language learners used YouTube to develop their listening and speaking skills, motivating them

to practice English orally and increase their participation to learn the language. Moreover, YouTube made students familiar with the native English speakers' culture and this enhanced their understanding of the language.

It is important to support the English language teaching and learning process to increase the students' attention, and that their English language learning is not only for a classroom purpose. This is a major problem for many students. YouTube can be partly a tool, which helps students feel this environment and feel that a language is alive, especially, when learning it from real life situations and that usually increases students' motivation to learn English language. In addition, one must know that the language learning process is a complex one, and the teachers cannot depend only on conventional methods. Using YouTube allows students to be exposed to authentic spoken English. This is likely to increase their motivation to participate in English language learning process. By using YouTube in ELL classes, students can practice learning English language in real situations inside and outside the classroom; the YouTube attracts students to enjoy English language learning.

The Problem of the Study

There are few opportunities for students to use English in real life situations. Students' weak listening is a barrier that prevents them from language learning and may make them lose motivation towards learning a target language (English language). when learners do not have good listening, they gradually lose interest in language learning and dislike English language even though they attend English classes.

Teaching listening skills is an integral part in the Jordanian's English Language curriculum at the University of Jordan. Some students face difficulties when they communicate in English because they lack the appropriate competence and good preparation, especially when it involves complicated conversation. Without listening skills, students cannot communicate effectively or express their ideas.

Some English communication skills 100 students at the University of Jordan face problems in listening English. The lack of using a language in real situations with native speakers affects students' English language learning. Therefore, the present study aims at investigating the effect of using YouTube on enhancing students' listening skills of the course "English communication skills 100 at the University of Jordan, as they are essential skills in English language learning.

Objectives of the Study

The current study aims to investigate the effect of using the YouTube on

enhancing listening skills among English Communication Skills "100" students at the University of Jordan. English Communication Skills 100 as it is a course for the first year students at the University of Jordan.

It also investigates whether YouTube is a useful resource to teach listening skills in EFL classrooms to make sure that using YouTube in the classrooms attracts students' attention greatly and makes classroom very interactive for language learning. Also, it may provide students of English communication skills 100 of an environment of self-learning.

Likewise, this study aims to probe possible statistical differences in students' achievement when using the YouTube as an instrument to enhance listening skills among English Communication Skills 100 Students at the University of Jordan compared with the conventional method used to teach these skills (listening).

The importance of the Study

It is expected that the results of this study will reveal the significance of using YouTube technology in enhancing listening and speaking skills of English communication skills 100 students at the Language Center at the University of Jordan. In addition;

1- EFL teachers may experience a new method of teaching listening and speaking

skills through using YouTube videos.

2- Faculty of Foreign Languages in general and English Language departments, in particular, may benefit from a new instrument (YouTube) to be used by the teaching staff in teaching English foreign language (TEFL).

3- Students may use YouTube to support their self-learning process inside and outside the classrooms.

4- English language curricula designers can adopt the social media (YouTube) in the new curricula.

5- University lecturers offer a new intervention that can help them develop undergraduate students' listening skills.

The Study Terms

1. YouTube website: According to Duffy (2008) "YouTube is an American website started in 2005. It contains millions of videos in many subjects and situations, educational videos are one of them. Only the registered users are permitted to upload videos on this website, while unregistered ones can watch and share videos only. YouTube website has been classified as the second popular site in the world in 2008." (p.123)

In this study, YouTube is defined as "the selected YouTube" downloaded videos from

the YouTube website used as a supplemental material. They were only associated somehow, with the contents of the curriculum (English communication skills 100 course). Generally, these include some contents which related to the curriculum.

2. **Listening skills**: Vandergrift and Goh (2012) identified listening as "An important skill which enables the learner to receive and interact with language input and facilitates the emergence of other language skills." (p.4)

Also, according to Thomlison's (1984), (as cited in Hamouda, 2013,117) "listening is the ability to identify and understand what speaker is saying, as this involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and comprehension of meaning."

In this study, listening skills refer to the ability of communication skills 100 students to receive and understand the sounds of the selected YouTubes, which can be used in classroom as supplementary materials to facilitate the content of communication skills 100 course, (listening tasks) in order to enhance their listening skills. The listening skills will be assessed by using a pre-post test.

3. **Conventional Method**: It refers to the strategies and techniques that lecturers have to follow and use when teaching English communication skills 100 students at the University of Jordan.

4. **English Communication skills 100 course:** It is a selected curriculum taught to the

first year students (2018-2019) at the University of Jordan as an obligatory requirement. The English language teaching staff at the language Center at the University of Jordan is concerned with supervising and teaching this course.

5. English Communication skills 100 students: They are the university students (both male and female) enrolled in the first year at the University of Jordan (first year 2018-2019).

Limitations of the Study

The current study is limited to:

1. This study was limited to 50 participants of English Communication Skills "100" students at the University of Jordan.

2. The study was conducted over the first semester of the academic year 2018-2019 at the University of Jordan and took one semester.

3. The study was limited to investigating the effect of YouTube on enhancing students' listening skills.

Method and Procedures

Methodology of the Study

In this study, the quasi-experimental method is used. It deals with the study of human phenomena as it is without change to verify the effect of YouTube on enhancing students' listening in English communication skills 100 course book. It is

based on selection of two groups: a control group taught using the conventional method and an experimental one taught using the YouTube as supplementary materials.

Study Participants

The participants of this study consisted of two groups of English communication skills '100' students at the Language Center at the University of Jordan in the first semester of the academic year 2018/2019: an experimental group which consisted of 25 students and a control group which consisted of 25 students too. Both of them were selected randomly and took the listening and speaking tests before and after the treatment. The YouTube videos were presented to the experimental group (as a supplementary material) to support the conventional method, whereas the control group was taught by using only the conventional method.

Study Instruments

The following study instrument was developed to achieve the purpose of the study:

Listening Test: The researcher developed a listening test. This listening comprehension test was developed based on English communication skills 100 course book at the Language Center at the University of Jordan.

Validity and Reliability of the Test

The listening pre/post-test developed by the researcher was built on the textbook of

English communication skills "100". After that, fourteen (14) experts of EFL and TEFL in some Jordanian universities validated this instrument. All the experts' comments and suggestions were taken into account by the researcher to strengthen the quality of this instrument.

To establish the reliability of the listening test, the developed listening test was administered to a pilot group, which consisted of twenty-three (23) students. Two weeks later the same exam was administered to the same pilot group. The reliability coefficient (Cronbach Alpha) was calculated to find the level of homogeneity of the whole test. Cronbach's value was 0.85%, which was considered acceptable.

Study Design

This study used a quantitative approach. Consequently, the design of the study was a quasi-experimental design as represented below:

EG: O1   x   O1

CG: O1   -   O1

Namely, "EG" represents the experimental group, and "CG" represents the control group. The two groups took the same pre-test (O1 listening comprehension test), and the same post-test (O1 listening comprehension test). The experimental group was treated by YouTube videos as supplementary materials to a conventional method, while a control group was only examined by conventional method.

Statistical Processing

The data of this study were analyzed using the SPSS (Statistical Package for Social Sciences). An Analysis of covariance (ANCOVA) was used, with the necessary descriptive statistics, means, standard deviations, standard errors, and partial eta squared.

ANCOVA was used to show the statistical differences in the total mean scores of the listening skills between the two groups with regard to the teaching method (i.e. using YouTube vs. conventional method).

Results

1. Are there any statistically significant differences at (a=0.05) in the listening skills mean scores of English Communication Skills 100 Students at the University of Jordan attributed to the teaching method (using YouTube vs. conventional method)?

With the intention of getting a suitable answer for this question, different statistical procedures were used such as means, standard deviations, standard error, and analysis of covariance (ANCOVA). The results are covered in the three following tables.

Table1: Means and standard deviations for the listening skills scores in the pre-post test of students taking English communication skills 100 in each group

Group	N	Pre test		Post test	
		Mean	SD	Mean	SD

Experimental	25	0.496	0.131	0.685	0.099
Control	25	0.480	0.104	0.536	0.166
Grand (both)	50	0.488	0.117	0.611	0.155

Table1 indicates the results of means and standard deviations for the listening skill scores of students taking English communication skills 100 in each group. Obviously, the post-listening mean score for the experimental group (which was taught using YouTube) was (0.685) compared with the mean score of the control group (0.536) (which was taught using the conventional method). To decide whether the mean difference was statistically significant when "One-way ANCOVA" was applied; the results are submitted in table 2 below.

Table 2: One way-analysis of covariance (ANCOVA) for the differences in listening skills scores of students taking English communication skills 100

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta Squared
Group	0.391	1	0.391	25.554	0.000	0.357

Total score	0.002	1	0.002	0.104	0.748	0.002
Error	0.704	46	0.015			
Corrected Total	1.177	49				

Table 2 illustrates the results of means' difference in listening skills scores of students taking English communication skills 100 among the study groups using "one way-analysis of covariance" (ANCOVA). The (f) value (25.554) tells that the mean difference is considered to be statistically significant; as the probability value (sig = 0.000) was < *0.05*. The mean difference was in favor of the experimental group, which recorded a greater adjusted mean (0.704) compared to the lower mean recorded by the conventional group students (0.512) (see table 3 below).

The last column in the table suggests the value of an important statistical indicator for the effect size (partial eta squared η^2); the value was (35.7%) as a percent. It is considered to reflect a high effect greater than 0.14 (according to Cohen, 1988). It suggested a high effect of using YouTube on enhancing students' listening skills.

Table 3: Adjusted Post-test means and standard errors for the listening skills scores of

students taking English communication skills 100 in each group

Group	N	Post test	
		Mean	SE
Experimental	25	0.704	0.025
Control	25	0.512	0.025

Table 3 reflects the adjusted mean values of listening skills among students taking English communication skills 100 in each group scores that were controlled for the pretest scores in each group. It was mentioned earlier (in table 2) that the mean difference was statistically significant in favor of the experimental group since it recorded the greater mean compared to the means score observed by the control group.

Discussion of the Results

This study examined the effect of YouTube on the enhancement of English communication skills 100 students' listening skills. Following is the research question:

1. Are there any statistically significant differences at (α=0.05) in the listening skills mean scores of English Communication Skills 100 Students at the University of Jordan attributed to the teaching method (Using YouTube vs. conventional method)?

The findings of this study indicated that there are significant differences at (α=0.05) between the mean score of the experimental group and that of the control one. These differences revealed that results of this study are in agreement with the results of the related mentioned research studies such Silviyanti (2014), and Zainol Abidin, et al. (2011) who confirmed the positive effect of the YouTube on the listening skills.

It seems that "YouTube" played a significant role in enhancing and developing students' listening skills and helping them understand the content of listening tasks. This may be attributed to the audio-visual assistance provided by YouTube. Also, students may find it interesting, learnable and comprehensible. Obviously, YouTube were helpful in enhancing students' listening skills as YouTube provided authentic situations with real pronunciation and fluency. These findings are consistent with those of other researchers such as Watkins and Wilkins (2011), Terantino (2011), Alhamami (2013) Muchar, et al. (2015) and Muric (2010).

Also, from informal observations, it seems that "YouTube" helped the experimental group students raise their attention to the aspects of listening skills (e.g. accent, pronunciation, sounds, tune, contraction …). This clearly helped in raising students' participation and interaction inside EFL classes during listening tasks. YouTube had a positive effect in motivating students to EFL learning process. These results are

consistent with the results of the researchers' studies: Alqahtani (2014) and Omar (2017).

Moreover, using YouTube in EFL classes revealed the fact that YouTube is considered as an important resource for authentic listening materials. This provided the opportunity for students to learn EL as it is used by native speakers and this raise students' listening skills. As well, these findings of the study are clearly consistent with the results of the researcher: Damronglaohapan and Stevenson (2013).

YouTube videos brought plenty of opportunities for EFL students to practice listening and, meanwhile, get extensive input of the target language to enrich their language learning process. This study suggested that students can use YouTube creatively to enhance EFL listening.

In general, the results of this study showed that there is an enhancement in experimental group students' listening skills occurred due to the use of YouTube. Noticeably, the mean score of the listening skills of the experimental group on the pre-test is (0.496) and on the post-test (0.685). Meanwhile, the mean score of the control group on the pre-test is (0.480) and on the post-test (0.536). This referred that YouTube significantly affected the students listening skills at the experimental group.

Recommendations

In light of the results of the study, the researcher presents the following recommendations:

1. Universities are recommended to provide English language classes with more technological equipment that help teachers make the best use of the curriculum.

2. Curricula designers are advised to involve authentic educational situations and topics from YouTube website to support students' language learning process.

3. Teachers and lecturers are strongly recommended to use extra authentic materials from YouTube that support English language learning process to develop and enhance students' language skills especially, listening and speaking skills.

4. University lecturers should encourage their language learners to use educational and authentic YouTubes in their language learning process inside and outside the language classrooms.

5- Other researchers are effectively invited to conduct more studies on the effect of YouTube on listening and speaking skills at university stages.

Conclusion

Based on the aforesaid results, it is concluded that these results strongly supported using YouTube "videos" to teach students listening skills. Similarly, it will have a tremendous effect to enhance EFL students' listening skills. Also, YouTube "videos" gave opportunities to students to listen to authentic EL and then practice

what they have got from listening tasks. Obviously, students can apply what they hear (got) from these videos (vocabulary, sentences, accent, and grammar structures). Additionally, the use of YouTube in EFL classrooms can make listening more interesting and raises students' attitude towards English language as they enjoy videos. In addition to listening, watching YouTube gave them the opportunity to focus on non-verbal-signals which somehow help in learning a language by relating verbal-signals with non-verbal ones. Finally, using YouTube had a positive effect on English communication skills 100 students' listening skills. It helped students acquire some oral skills more efficiently than others.

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Bridging the Gap Between Languages and Cultures; The Skill and Craft of Translating Literature

BY

Elhadi Moh M Ohida

1. Introduction

This study aims to highlight the challenges involved in translating works, especially poetry as opposed to other types of text translation. It emphasizes the complexities, in conveying genres of literature, where authors often employ unconventional language to evoke specific emotions and create aesthetic effects for readers. This deliberate departure from vocabulary is an aspect of literary expression found in plays, poetry, dramas, and novels. Translating goes beyond word-for-word accuracy; it involves capturing figurative meanings, emotional nuances, and the essence of artistic expression present in the original text. These subtle elements play a role in shaping a piece's identity and its impact on readers. Exploring the intricacies of translating literature in poetry by examining Mary Oliver's writings could offer insights. Mary Oliver's deep connection to freedom and nature and her skillful use of language and imagery provide a set of challenges and possibilities for translators. Studying this work can reveal the balance between conveying the message and maintaining the core essence of a poem when transcending language and cultural barriers.

Before delving into the complexities of translation, it is crucial to grasp the terms' meaning. This involves exploring perspectives on translation from linguists, practitioners, and theorists. Such an examination serves as a starting point for understanding the difficulties and subtleties involved in translating literary works.

سد الفجوة بين اللغات والثقافات؛ مهارة وحرفية ترجمة الأدب

مقدمة

تهدف هذه الورقة البحثية إلى تسليط الضوء على التحديات التي تواجه عملية الترجمة الادبية، وخاصة الشعر، مقارنة بأنواع أخرى من أنواع الترجمة. وتؤكد الدراسة على التعقيدات في نقل أنواع الأدب، حيث يستخدم المؤلفون غالباً لغة غير تقليدية لاستحضار مشاعر معينة وخلق تأثيرات جمالية للقراء. وهذا يعتبر جانب من جوانب التعبير الأدبي كما هو في المسرحيات والشعر والدراما والروايات. لا تقتصر الترجمة على الدقة في نقل الكلمات؛ بل إنها تتضمن تحري استخدام المعاني المجازية، والفروق العاطفية، وجوهر التعبير الفني الموجود في النص الأصلي. وتلعب هذه العناصر الدقيقة دورًا في تشكيل هوية النص وتأثيره على القراء. فاستكشاف تعقيدات ترجمة الأدب إلى شعر من خلال التدقيق في كتابات ماري أوليفر (2011) يمكن أن يقدم رؤى ثاقبة نظراً لارتباط ماري أوليفر العميق بالحرية والطبيعة واستخدامها الماهر للغة والتصوير، فهو يوفر مجموعة من التحديات والإمكانيات للمترجمين. إن دراسة هذا العمل من شأنه أن يكشف عن التوازن بين نقل الرسالة والحفاظ على جوهر القصيدة عند تجاوز الحواجز اللغوية والثقافية. قبل الخوض في تعقيدات الترجمة، من الأهمية بمكان أن نفهم معاني المصطلحات، وهذا يتضمن استكشاف وجهات النظر حول الترجمة من جانب اللغويين والممارسين والمنظرين. ويعمل هذا الفحص كنقطة انطلاق لفهم الصعوبات والدقائق التي تنطوي عليها ترجمة الأعمال الأدبية.

2.   Establishing a Definition of Translation

Translation has existed since times intertwined with the evolution of human language and communication. Despite its history the question "What is translation?" remains central in theoretical discussions and practical contexts. Numerous definitions have emerged, each attempting to capture the aspects of this process.

Analyzing translation, from a viewpoint (Toury 1980:12) suggests that translating in

literature entails moving fundamental codes, relationships, and signs from one language to another. Translation is viewed as a form of communication where the translator acts as a mediator between someone sending a message and someone receiving it in languages for dialogue purposes.

According to (Ross 1981: 9), translation is about conveying the meaning of a text from the source language into a text in the target language. It requires understanding elements like pragmatics and communicative contexts to convey the original message.

Translation is essentially an act of interpretation (Ben Bennani 1981:135); it involves problem-solving and creating signs to find the equivalent of the source message in the receiving language. This process aims to express the text's meaning in line with what the author intended. It indicates that translations are shaped by how translators comprehend and choose words highlighting that translation is not merely transferring words but involves interpretation where meaning can change depending on context, culture, and individual perspectives.

(Nida and Taber 1969:210) describe translation as the process of expressing the source language message in the receptor language using an equivalent while focusing on conveying meaning replicating style secondarily. This definition highlights the importance of effectively communicating the intended message in the target language.

In terms of linguistic translation theory (De Beaugrand 1978:13) puts forward hypotheses regarding poetry translation. He argues against viewing translation as a comparison between two texts but rather as an interaction involving the author, translator and ultimate reader of the translated work. This interactive process involves making choices that respond to the directives and subtleties present in the source text.

(El Shiyab 2017) delves into translation stressing the significance of text functions and characteristics. The discussion suggests that literary translation surpasses word-for-word conversion requiring translators to consider aspects and functions of the text being translated. Translation is defined as transferring meaning from one discourse to another by accurately conveying words, concepts, and nuances while preserving the essence of the original message.

(Mona Baker 2011) offers perspectives on translation emphasizing its diverse nature. She delves into the idea of translation as a means of transferring not words but

cultural nuances between languages. Baker explores forms of translation such as technical translations shedding light on the translator's role in accurately conveying messages while taking into account cultural sensitivities.

In his book "Translation; Theory, Methodology and Practice", (Jamal Giabe 2019) underscores that translation is a process that transcends language conversion. It involves a comprehension of contexts and subtleties to ensure an accurate rendition that stays true to the original intent. This viewpoint underscores the depth and complexity in translating languages beyond competence.

A careful examination of definitions of translation reveals two overarching categories. The first type focuses on denotation, viewing translation as the exchange of a written text from one language to another with an emphasis, on conveying meaning accurately through substitution.

When looking at translation from a perspective of the focus shifts, to encompassing aspects of communication. It views translation as the transfer of a message between languages aiming for a level of similarity in terms of context in the components of the text and its underlying symbolic elements (such as social implications, implied meanings and the relationship between sender and receiver).

3.   Reconsidering Textual Features

Moving away from the idea of text as a vessel for conveying information (Neubert 1985:123) suggests a nuanced interpretation. He argues that a text serves a purpose actively reflecting the author's worldview and possessing inherent qualities that influence its impact. These qualities go beyond semantics, which include aspects such as;

3.1. The expressive function of text and its challenges in translation

Expressiveness is a significant characteristic of text creation. Language itself is inherently expressive – as (Newmark 1988:39) points out – with its core lying in

the thoughts and feelings of the speaker or writer who initiates communication. This implies that a text not only conveys information but also reflects the subjective viewpoint and emotional involvement of its creator.

Translators face a challenge when dealing with the aspect of language. Their task involves not only conveying factual information and storyline but also capturing the subtle nuances of the authors voice and emotional tone. This requires an understanding of both the target languages, as well, as an awareness of cultural contexts that influence how emotions and perspectives are expressed.

A successful translation goes beyond matching words; it aims to grasp the essence of the author's intended message portraying a reality in a unique way. It acknowledges the translator's role, as a mediator who utilizes language skills and creative techniques to produce a text that mirrors the impact and worldview of the original within the constraints of the target language and its cultural norms.

3.2 Denotative vs. Connotative Meaning:

In terms of meaning, denotative refers to the definition of words or phrases while connotative encompasses their cultural implications beyond mere dictionary definitions.

Associations can be personal, like linking "home" with warmth and family or communal such as connecting "red" with danger or passion. Therefore, according to the definitions provided the claim that denotative meaning is mainly about associations suggested by lexical is inaccurate. Denotative meaning itself does not revolve around emotions or associations.

While (Lyons 1977:7) describes the function as primarily focused on categorizing meaning literary works, often approach it in a nuanced way. In addition to conveying information, they use denotation to evoke a range of associations, both personal and culturally ingrained. This results in texts that are rich in depth rhetorical flair, allure, and provocative qualities.

However, literary language goes beyond denotation. Its main emphasis lies in exploring the interaction between implicit meanings through an array of linguistic and literary techniques. Take into account elements like tone, rhythm and structure as

examples of how they contribute to conveying meaning, beyond the definition of words by adding layers of emotional depth and aesthetic enjoyment. A significant challenge faced in translating works arises when implicit meanings carried by the texts words are not explicitly stated. The "added touch" can show up in forms like the balance of meaning and melody slight repetitive sounds, symbolic structures, sound imitations or a wide range of language techniques. Translators face a difficulty, in grasping these subtleties often requiring approaches to maintain the emotional and artistic effect of the original text, in the translated language.

3.3. Beyond Communication; Exploring the Deeper Layers of Literary Texts.

Literary works go beyond information sharing; they actively involve readers by challenging norms and evoking emotions. Unlike content literature, poetry focuses on creating aesthetic experiences and emotional connections. This emphasis on involvement is evident in the blend of formal and functional elements that set literary language apart from everyday speech. Authors meticulously choose their words and sentence structures while also considering the possibilities of language. They use language like metaphors and imagery to create combinations that spark imagination and defy expectations.

Through these techniques, writers do not just deliver a message; they shape the essence and purpose of the text, encouraging readers to explore perspectives and evoke fresh emotional responses. This process of expression and reader interaction is what sets works apart from more straightforward writings.

Unlike translators of scientific documents, literary translators have the opportunity to express themselves creatively as an artist infuses their personality into their creations. This artistic freedom allows literary translators to have flexibility when translating texts across languages. In contrast, to types of translation work that require accuracy and fidelity to the original text, such as medical procedures or operating manuals for machinery where errors can have serious consequences, literary translation offers a greater level of interpretive freedom as long as the core message of the original text is preserved.

Literary translators operate in a realm where creativity and artistic interpretation are components unlike those in technical fields who adhere more strictly to factual accuracy. This creative license enables them to adapt, borrow from and introduce concepts and cultural nuances to readers while staying true to the essence of the source text.

In translation, there is a focus on conveying meaning effectively rather than seeking exact words, for word translations. The goal is not comprehension. Also ensuring that the translated work resonates culturally with its intended audience.

Al Manfalutis adaptation of Bernardin de Saint Pierres Paul et Virginie, into "Al Fadila" (Virtue) struck a chord with readers by preserving the essence of the novel while aligning with their cultural sensibilities. Similarly, Hafiz Ibrahims rendition of Victor Hugos Les Misérables as "Al Bu'asa" (The Wretched People) demonstrates how chosen titles can resonate with the intended audience.

These instances illustrate how the freedom in translation goes beyond convenience to become a powerful creative tool. It enables translators to bridge divides, introduce ideas and enhance the richness of the target language through adaptation and borrowing. However, this freedom also requires navigation of nuances, ethical considerations and finding a balance between staying true to the original work and making it accessible to the new audience.

4. Navigating the Aesthetic Labyrinth: Challenges and Nuances in Literary Translation

Navigating through the complexities of translation involves more than transferring information; it encompasses capturing the aesthetic intricacies and nuanced meanings embedded in the source text. This often involves dealing with language that goes beyond speech, such, as poetic expressions that require special attention and skill.

The complexity of the task requires a translator, with both prowess and emotional sensitivity to grasp and reflect the depth of the text. Besides ability, a skilled literary translator needs an understanding of the world of literature encompassing the use of sound, imagery and sentence structure to convey meaning

effectively.

Merely conveying the text accurately is not sufficient. A good translator must strike a balance between preserving the authors' vision and ensuring that the target language captures the intended beauty and emotional impact. This often involves finding solutions beyond translations making subtle adjustments while staying true, to the essence of the original work.

For translators simply translating a work from one language to another may not be adequate. The translation process calls for creativity, deep imagination and artistic flair. This interpretive role allows translators to discern genre nuances and unique literary styles in the source text. Thus, translating poetry requires strategies compared to novels, which vary significantly from translating plays.

In works, written texts are closely connected to their aspects for oral delivery; they are structured with specific rhythms and intonations designed to guide actors renditions (Wellwarth, 1981).

Playwrights, much like actors, words tailored to the performer's voice and emotional expression. The goal of the text is to stir responses from the audience through its language. The focus on emotion, tone, rhythm and sensory elements highlights the nature of translating literature. Translators grapple not with conveying information but with capturing the writer's unique perspective personal experiences and artistic essence.

5. The Interconnected Roles of Writer and Translator; Balancing Creativity and Faithfulness.

A longstanding discussion in translation revolves around the dynamics between writers and translators. While writing skills are essential for translators fixating on this aspect risks oversimplifying their multifaceted role. This text introduces a distinction between two types; those who "convey" texts and those who truly "translate" them. The former merely transfers information between languages passively while the latter engages, in an interpretative process. It suggests that this interpretative approach demands a level of creativity to that of the author.

At its core, this argument centers on how literary translation arises from examination

and interaction with the source material. This journey naturally involves the translator's interpretation, creative decisions, and unique voice.

When translating, it is interesting how the act itself can blur the lines, between being a writer and a translator. However, simply considering translation as writing may overlook the importance of staying true to the text. It leads to questions; where does creativity stop and betrayal begin? How do translators balance expressing themselves artistically while preserving the author's message?
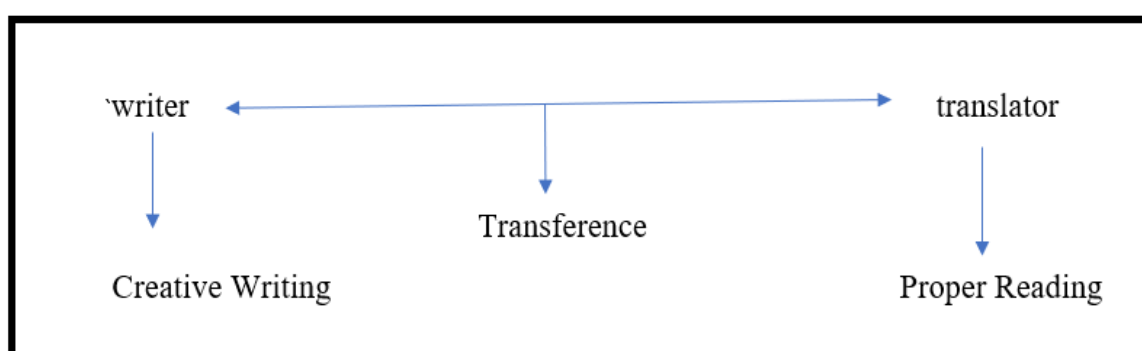
Diagram 1; Exploring the Interconnected Roles of Writers and Translators

The idea of translation as a process has sparked debates over time (Diaz Diocaretz, 1983). This viewpoint draws comparisons between how writers craft their ideas through drafting, revising and refining and how translators interpret and adapt works across languages. However, limiting creativity to originality can oversimplify both writing and translation complexities. While writers create ideas, translators engage in creativity focused on interpretation, adaptation, and cultural mediation. Then focusing on mirroring the literal text, this approach highlights capturing the intended "mentality, thinking and experience" conveyed by the original work.

This aligns with (Jacobsons, 1960) perspective that the interpretation of meaning can vary depending on how the text connects with its readers and cultural setting. Therefore, a successful literary translation goes beyond replication. It requires an imaginative interaction with the text leading to a reevaluation that resonates with the intended audience while preserving the core of the original piece. This synchronization and alignment between author and translator does not stem from

adherence but from a nuanced comprehension and inventive reinterpretation of the essence and message of the source text.

6. Linguistic and Cultural Context in Literary Translation.

In the field of translation studies, the significance of context is highlighted, especially when it comes to translation. While linguistic context lays the groundwork, literary texts require an understanding that includes historical and social aspects.

The idea of "translation" emphasizes context as the main asset, in translation. However, when dealing with works a broader comprehension of the environment in which they originated is essential. For example, the Arabic term "ird" embodies a range of meanings related to women's honor, family reputation and purity that go beyond its translation as "honor." This highlights how relying on context may fall short in capturing the richness and significance of the original text.

To effectively bridge the gap between language and culture, translators need to be well versed in both the target language and culture while also having an understanding of the source texts' literary background. This requires an approach that takes into account the text's purpose, its place in literature, at large, and the societal setting in which it was written.
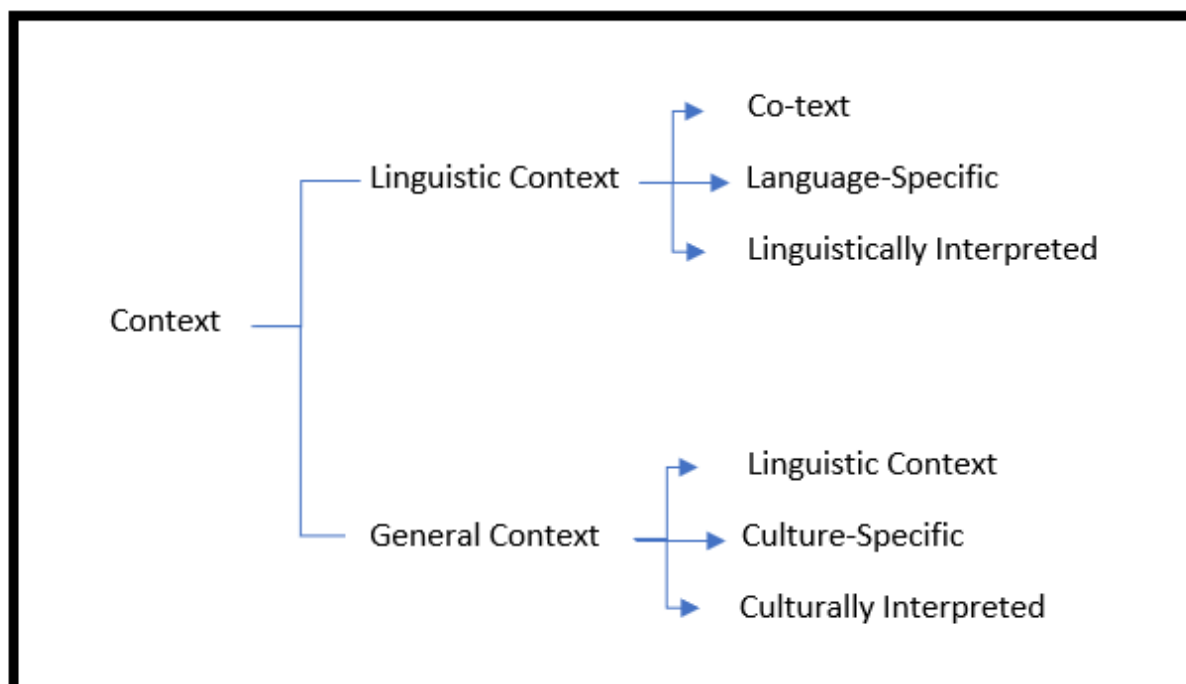
Diagram 2: Types of Context

A skilled literary translator should possess the ability to recognize these characteristics as elements or within contexts that others may not notice. Proficiency in both languages and cultures allows the translator to reproduce not the structure but the tone of the original text.

When it comes to translating poetry, some experts argue that poetry can be conveyed through either prose or verse methods. (Tylor,1979: 107) suggests that using a prose approach might lead to losing the musicality and charm present in the verses. Therefore, it is suggested that employing a verse method stays truer to the essence of the text. This tactic enables an exploration of language and permits diverse word arrangements that can enhance the translation quality. Consequently, when translating poetry a translator might opt for a verse approach as it better elicits reactions from readers compared to prose.

To exemplify this idea, take poet Mary Oliver's work as an illustration of how effective using a verse strategy can be, in translating English poetry into Arabic. In describing the sense of liberation afforded by the natural world, Mary Oliver (1986) pens;

Wild Geese

Tell me about despair, yours, and I will tell you mine.

Meanwhile the world goes on.

Meanwhile the sun and the clear pebbles of the rain

are moving across the landscapes,

over the prairies and the deep trees,

the mountains and the rivers.

Meanwhile the wild geese, high in the clean blue air,

are heading home again.

Whoever you are, no matter how lonely,

the world offers itself to your imagination,

calls to you like the wild geese, harsh and exciting–

over and over announcing your place

in the family of things.

If the translator chooses a translation the Arabic version might read as follows;

Translation (1):

Wild Geese

Tell me about your despair, your despair, and I'll tell you mine.

Meanwhile the world goes on.

Meanwhile the sun and the clear pebbles of rain move

Across the landscape,

Over the meadows and the deep trees,

Over the mountains and the rivers.

Meanwhile the wild geese, in the clean blue air,

Go home again.

Whoever you are, however lonely you are,

The world presents itself to your imagination,

Calling you like the wild geese, rough and exciting-

Over and over again announcing your place

In the family of things.

A literal translation of the text would be;

الأوز البرية

حدثني عن يأسك، عن يأسك، وسأخبرك بيأسي.

وفي الوقت نفسه يستمر العالم.

وفي الوقت نفسه تتحرك الشمس وحصى المطر الصافية

عبر المناظر الطبيعية،

فوق المروج والأشجار العميقة،

فوق الجبال والأنهار.

وفي الوقت نفسه، الأوز البرية، في الهواء الأزرق النظيف،

تعود إلى المنزل مرة أخرى.

مهما كنت، ومهما كنت وحيدًا،

يقدم العالم نفسه لخيالك،

يناديك مثل الأوز البرية، خشنًا ومثيرًا،

مرارًا وتكرارًا يعلن مكانك

في عائلة الأشياء.

In contrast, the following poetic translation as presented by Sharif Baqnahy (2011) prioritizes maintaining the essence of the text;

Translation (2);

حدِّثْنِي عمَّا يبعثُ اليأسَ في داخلِك، وسأحدِّثُكَ عن يأسِي.

وفي غُضونِ ذلكَ تمضي الحياةُ.

في غُضونِ ذلك تدُورُ الشَّمسُ

و تنزلقُ حصَواتُ الطَّبيعة الملساءِ مع المطر.

فوقَ البراري والأشجارِ المعمِّرةِ،

فوق الجبالِ والأنهارِ.

في غضون ذلك، يُحلّقُ الإوزُّ البرّيُّ

عاليًا في السَّماءِ الزَّرقاءِ،

عائدًا إلى وطنِهِ مرَّةً أخرَى.

أيًّا كنت أنت، ومهما كنت وحيدًا،

العالَمُ يَعرِضُ نفسَهُ لخيالِكَ،

-يناديكَ مِثلَ الإوزِّ البرّيِّ، بصوتٍ أجشَّ ومثيرٍ

يُعلنُ مكانَك مرارًا وتكرارًا

في عائلةِ الأشياءِ

(ترجمة شريف بقنه 2011)

This rendition captures closely the depth and message of the original.

The comparison clearly shows that Translation (2) is more impactful than Translation (1) since it stirs emotions and conveys a truer essence of the text. Another literary form worth considering is drama, which comprises three elements; speakability, style, and tension (Wellwarth,1981:140). Speakability deals with how words are articulated while style concerns the way words are presented and acted out on stage. Tension revolves around the scenarios depicted ensuring that the playwright's intentions remain intact without compromising the authenticity in a new setting.

Conclusion:

This study delves into the complexities of translation by comparing its attributes with other forms of textual conveyance. It particularly focuses on the hurdles posed by genres like poetry that often use language to evoke specific emotional and aesthetic responses.

To grasp the intricacies of translation, it is crucial to lay down a foundation in understanding the translation process itself. While there are definitions, a common theme underscores the transmission of meaning across languages. However, literary translation demands an approach that integrates aspects such as cultural context, artistic interpretation and reader involvement.

Semiotic perspectives according to (Toury, 1980) provide insights into how underlying structures and relationships are transferred between languages. Literary translation goes beyond code switching requiring a nuanced grasp of the text's purpose and its impact on the reader. (Neubert's,1985) the idea of text as an entity reflecting the author's worldview emphasizes the need to consider factors beyond semantics.

The expressive quality of language as discussed by (Newmark,1988) poses challenges for translators. While denotation offers a framework literary works often depend on meanings implicit messages and the interplay of sound, rhythm and imagery. Translators must navigate these intricacies to uphold the resonance and aesthetic elements of the text.

Additionally literary translation demands a level of creativity and interpretation to that of the authors' creative process. While staying true to the source material is crucial, translators must also take into account the expectations and cultural norms of their target audience. The cases of Al Manfaluti and Hafiz Ibrahim illustrate how creative adaptation can be achieved while preserving the essence of a piece.

In summary, literary translation is an undertaking that requires in depth knowledge of both languages and cultures. Balancing fidelity and creativity is essential in translation as it involves maintaining the essence of the original while ensuring it connects with the intended audience. Translators navigate cultural and aesthetic complexities to create works that transcend barriers and resonate across languages.

An Investigation of Using Discourse Markers in The Abstracts of Eltarbawe National Journal Articles
By

Ali Muhammad Shaniba

Faculty of Languages, Al-Marqab University, Al-Khoms

Abstract

Discourse markers are linguistic expressions that play a crucial role in shaping and facilitating communication by connecting, organizing, and guiding the flow of discourse. This study investigates the use of discourse markers (DMs) in the abstracts of national journal articles plus the most dominant DM used within those abstracts. A qualitative descriptive research design employed in this study to examine the DMs used in the abstracts of 21 articles published in the national journal named Eltarbawe. The analysis revealed low and various presence of the four main types of DMs: contrastive, elaborative, inferential, and temporal markers. The findings indicate that contrastive markers such as "however" and "in contrast" were used to introduce statements that contrast with preceding discourse. Elaborative markers like "and", "additionally" and "furthermore" were employed to build upon and expand prior statements. Inferential markers, including "as a result" and "therefore," conveyed logical connections between ideas. Temporal markers, such as "then" and "finally," expressed the sequential flow of events. Furthermore, this research shows that the most used DM through all articles was "and" by drawing it more than 90 times. The study provides insights into the patterns of DM usage within academic writing, highlighting how these linguistic devices facilitate coherence, cohesion, and the effective conveyance of ideas in journal article abstracts. The results have implications for understanding the role of DMs in academic discourse and may inform writing instruction and practices for both native and non-native English researchers.

Introduction

Discourse markers or "expressions" like *well, but, oh* and *y' know* are one set of linguistic items that function in discourses of various styles or registers. Fraser (1998: p 301) calls discourse marker analysis "a growth market in linguistics." Since the late 1980's, discourse markers have been studied in a variety of languages and examined in a variety of genres and interactive contexts, though many scholars do not agree on how to define them yet.

Discourse markers (henceforth DMs) are a ubiquitous linguistic phenomenon that play a crucial role in shaping and facilitating communication. These small, yet impactful words and phrases serve to connect, organize, and guide the flow of discourse, allowing writers and speakers to effectively convey their ideas, intentions, and relationships with their audience (Schiffrin, 1987; Blakemore, 1992; Fraser, 1999).

DMs such as "however," "in fact," "for example," and "on the other hand," function as linguistic signposts, refer to the semantic ,structural, and pragmatic relationships between units of discourse (Brinton, 1996; Jucker & Ziv, 1998). By explicitly marking these connections, discourse markers facilitate the comprehension and interpretation of spoken and written communication, helping to establish coherence and cohesion (Halliday & Hasan, 1976; Blakemore, 1992).

The studies of DMs have been a prominent area of research in various fields, including linguistics, discourse analysis, and pragmatics, as scholars seek to understand the multifaceted roles they play in a language use and interpersonal communication (Fischer, 2006; Aijmer & Simon-Vandenbergen, 2006). This growing body of research has shed light on the diverse functions of discourse markers, their cross-linguistic and cultural variations, and their impact on the cognitive and social dimensions of language (Schiffrin, 1987; Fraser, 1999;

Maschler & Schiffrin, 2015). Colleges and academic journals frequently use the formal writing style known as academic writing. Academic journals and publications commonly feature this style. In academia, learners are frequently required to provide elucidations of fundamental vocabulary and expressions as a means of demonstrating their comprehensive grasp of these topics to their instructors. Typically, academic writers define terms to ensure that their readers have a clear understanding of the intended meaning when important words are employed.

DMs are frequently used by English speakers in written and spoken language. Oral discourse markers can appear very straightforward at times. It is understood that an oral communication is more likely to be accepted than one that is written. Which means written communication can lead to different interpretations than a hearing one, moreover has meaning that is simply comprehended. This argument centres on how accurate it is to use written discourse markers. Furthermore, only a small percentage of non-native researchers writes and speaks English frequently. In daily life, they only communicate in English either with their colleagues or with students. Accordingly, there is a need for more writings done by non-native English researchers, or especially focusing on how the international journals publish their articles, since there is a clear absence of writing accurately in local ones.

This study provides a brief yet comprehensive overview of the significance of discourse markers in academic discourse. DMs are lexical expressions that are mainly derived from the syntactic classes of adverbs, prepositional phrases and conjunctions, according to Fraser (1999). Fraser (1999, p. 931) indicates four distinct kinds of discourse markers and their purposes, namely contrastive, elaborative, inferential, and temporal markers.

Contrastive markers are statements that deflect or contrast with a claim that is connected to the discourse that came before it (all the same, but, contrariwise, conversely, despite, however).

Elaborative markers: indicate that the current statement builds upon the

elaboration of a prior one (above all, additionally, besides, better, for example, furthermore, in addition).

Inferential markers: indicate that the message being delivered in this utterance is somewhat related to some earlier characteristics (that is, accordingly, as a consequence, as a result, consequently, hence, in this/that instance, naturally, so, then, therefore, thus).

Temporal markers: the following words are used to express temporal markers: (then, after, as soon as, before, eventually, finally, first, right after, meantime, meanwhile, originally, second, subsequently, when.).

Discourse marks are essential in written communication as they serve to express meaning, clarify sentence structures, and improve the overall coherence of a document. Dumlao & Wilang (2019) stated that EFL learners' proficiency levels affect the use of DMs. So that equals to the authors who have high English proficiency tend to use variations of discourse markers. Applying the appropriate DMs in written contexts is crucial for proficient writing. Nevertheless, Non- native researchers often pay no attention to use the suitable DMs, which may result a lack that may have a detrimental effect on the clarity and cohesion of their written papers.

Research Questions

1. What are the most frequent discourse markers used by researchers in their abstracts?
2. What is the most dominant discourse marker used among the abstracts of Eltarbawe Journal?

Objectives of The Study

The purpose of this study is to find out the common DMs that researchers utilize while writing their abstracts. In addition, to discover the most dominant DMs among the chosen abstracts. Further research could discuss the causes that led to control some of these DMs more than others did.

Literature Review

According to Fraser (1999), DMs are a type of lexical term that has been selected from the structural classes of conjunctions. They are used to link paragraphs, adverbials, and prepositional phrases (p. 950). DMs are often known by many terms, such as "discourse markers, discourse links, discourse operators, or signal phrases" (Fraser, 1999, p. 932). This variation represents many scholars' viewpoints about the current state of discourse markers (DMs) and their use in both spoken and written language as tools that enhance cohesion and coherence (Halliday and Hasan, 1976), such as connecting sentences.

Investigating discourse markers in translation provides valuable theoretical and practical knowledge, as well as advantages for comparative language studies. Hoek et al. (2017) carried out research to pinpoint the most frequently omitted discourse indicators during translation. The authors propose the use of articulated discourse markers to pinpoint cognitively straightforward discourse connections, often overlooking those that convey more complex discourse interactions.

Discourse analysis investigates the collaborative circulation of words in order to construct a structured text. McCarthy (1991) defines discourse analysis as the analysis of the relationship between spoken language and the specific circumstances of its use. This study examines the specific linguistic characteristics of language segments utilized by individuals and groups. According to Schiffrin (1987, p. 31), discourse markers are qualities that are systemically dependent and serve to separate units of discourse. Fraser categorizes discourse markers as adverbs, conjunctions, and prepositional phrases that connect the initial and preceding words or utterances. Examples of such markers are "incidentally," "anyhow," and "so." Alsaawi (2022) examines how advanced university students in Saudi Arabia use discourse markers to pursue a major in English. Applying Fraser's semantic perspective and Hiilker's criteria, the researcher found that students used discourse markers in each of the four categories. Nevertheless, some individuals encountered difficulties in employing discourse markers appropriately, perhaps due to their insufficient understanding of these linguistic devices

throughout class. The study recommends that English as a Foreign Language (EFL) students enhance their understanding of discourse markers by engaging in appropriate assignments and activities.

In their analysis, Lana, (2022) examined 12 research articles published in Language Teaching Research and American Journal of Medical Genetics Part B: Neuropsychiatric Genetics. The objective was to identify the most often utilized Discourse Markers (DMs) and to compare their usage patterns between the fields of humanities and medicine. The investigation included qualitative methodologies and categorization frameworks developed by Halliday and Hasan (1976) and Fraser (2009). The results indicated that elaborative discourse markers (DMs) were the most often employed category in all articles, with a greater range of types observed in the LTR corpus compared to the AJMG corpus. The study proposes that additional investigations should be conducted in the fields of discourse analysis and contrastive analysis.

Abidah, (2022), conducts research on the discourse markers (DMs) used by Indonesian university students when writing cause-and-effect essays, taking gender into account. Abidah, (2022) uses the DM taxonomy to evaluate 29 essays written by a total of 29 students, including 10 males and 19 females. The study identified a total of 191 discourse markers (DMs) in the written materials. There was no notable difference in DM variability between the two groups. Nevertheless, a few male students employed an excessive amount of direct messaging and had a lack of knowledge of punctuation. Despite observing significant constraints, the results suggest similarities in the use of discourse markers. The findings have implications for teaching discourse markers and provide opportunities for further investigation. In this research, the use of rhetorical movements (RMs) and meta-discourse markers (MMs) by Indonesian authors in applied linguistics is looked at in their research article abstracts (RAAs) that have been published in both international and local journals (Arsyad & Ramadhan, 2021). The corpus included 20 research article abstracts (RAAs) from both international and local periodicals. We used these abstracts as examples, leveraging Swales' five rhetorical movements and

Hyland's taxonomy of move structures (MMs) as frameworks or templates. The results suggest that Indonesian writers use just three obligatory actions and two customary actions, with a higher number of interaction actions in movements 3 and 4, perhaps because these movements have a longer duration. The writers prioritize text cohesion, coherence, and persuasiveness over direct engagement with potential readers, which drives their preference for interactive multimedia.

Methodology

The present study employed a qualitative descriptive research design to investigate the discourse markers used in the abstracts of national journal articles. Descriptive qualitative research methodology was employed in this study to describe the activities, people, places, and events (Creswell, 2012, p. 274). This approach was selected to provide an in-depth exploration of the naturally occurring discourse features in these academic writing contexts.

Data Collection

The data for this study were drawn from the abstracts of 21 articles published in national journal namely Eltarbawe in its 24th volume. The abstracts of journal articles were selected through a random search process. Only the abstract sections of the articles were analyzed, as these sections are known to reveal a high concentration of discourse markers to connect the ideas through the lines.

The data were gathered systematically not only from English major papers but also other majors which have been written by English Language to draw a diverse techniques and backgrounds in writing, thus there would be an opportunity to observe the authors' usage of discourse markers.

The extracted data were classified into several categories, including discourse marker types (e.g., contrastive, elaborative, inferential, and/or temporal markers), the most dominant discourse markers through the 21 articles as well as any notable patterns or trends. This classification facilitated the organization and comparison of information across the 21 articles. Additionally, the report highlights the potential implications of discourse marker usage within scholarly writing.

The collected data was analyzed to identify common discourse marker types,

and their distribution within the selected journal articles. While quantitative measurements, including frequency of occurrence, were determined, qualitative analysis was used to view the potential consequences and contextual usage of the foremost discourse markers that were discovered.

Findings and Discussion

The findings of this study provide insights into the usage of discourse markers (DMs) in the abstracts of national journal articles. The analysis revealed the presence of four main types of discourse markers: contrastive markers, elaborative markers, inferential markers, and temporal markers. Additionally, this investigation revealed the most dominant DMs utilized among the 21 abstracts.

The Frequency of The 4 DMs Used by The Authors in Their Abstracts

i. This study identified various contrastive markers used in the abstracts, including "whereas," "in contrast," "In spite of," and "however." These markers served the purpose of introducing statements that deflect or contrast with the preceding discourse. They played a crucial role in creating a contrast between different ideas or perspectives within the abstracts.

ii. Elaborative markers were also commonly employed in the abstracts to indicate that the current statement builds upon the elaboration of a prior one. Examples of elaborative markers found in the analyzed abstracts include "and," "such as," "additionally," "moreover", "in addition," "furthermore," and "as well as." These markers were utilized to expand upon previous statements and provide further details or examples.

iii. The abstracts demonstrated the use of inferential markers to indicate a relationship between the message being delivered and some earlier characteristics. Inferential markers such as "that is," "according to," "as a result," "in particular," "so," "then," "therefore," and "thus" were observed. They helped convey logical connections and implications between different parts of the abstracts.

iv. Temporal markers were utilized to express the temporal sequence of events within the abstracts. Examples of temporal markers found in the analyzed data include "then," "before," "finally," "first," "secondly," "thirdly," "in general," "in conclusion," "second," and "when." These markers aided in organizing the temporal flow of information and indicating the order of events or ideas.

The Most Dominant DMs Used by The Authors in Their Abstracts

The analysis revealed the dominance of certain discourse markers within the abstracts. Among the contrastive markers (*CDMs*), "however" emerged as the most frequently marker used 3 times in all the abstracts. In terms of elaborative markers (*EDMs*), " and " was the most dominant in contrast with other DMs which was used 90 times in all abstracts. "moreover" was used 3 times in all analyzed abstracts. Whereas, there were a lot of EDMs have been used once in all articles such as: "further more", "in addition", and "in particular". Among the inferential markers (*IDMs*), "thus", "therefore", and "according to" were used once in all abstracts which reveal lack of using them in a frequent way. Finally, "then", "first", "secondly", "thirdly", "in general", "in conclusion were the primary temporal markers(*TDMs*) employed once in all abstracts.

In the following table the researcher will provide the DMs used in all analyzed articles of the papers illustrated with percentages

Contrastive DMs		Elaborative DMs		Inferential DMs		Temporal DMs	
However	3	And	90	Thus	1	First	1
In spite of	1	Further more	1	According to	5	Secondly	1
Whereas	1	In addition	2	Therefore	1	Thirdly	1
In contrast	1	Additionally	2			Then	1
		In particular	1			In general	1
		Moreover	3			In conclusion	1
	5.08%		83.90%		5.93%		5.8%

The implications of these findings highlight the importance of discourse

markers in academic writing. The appropriate use of discourse markers enhances the clarity, coherence, and organization of written communication. However, the study also points out that researchers often overlook the proper use of discourse markers, leading to potential issues with the clarity and cohesion of their written papers such as the over-use of the EDM "and". It is worth noting that non-native English researchers face particular challenges in using discourse markers accurately. The study suggests the need for more writings by non-native English researchers and emphasizes the importance of understanding how international journals publishing the articles, appearing the lack of accurate writing in local journals.

These findings contribute to the existing body of knowledge on discourse markers and their role in academic discourse. They provide insights into the specific discourse markers commonly employed in the abstracts of national journal articles, shedding light on their functions and usage patterns.

Future research in this area could explore the impact of discourse markers on readers' comprehension and interpretation of academic texts. Additionally, investigating the use of discourse markers in different genres and studying their cultural variations would further enhance our understanding of these linguistic devices. In conclusion, this study underscores the significance of discourse markers in shaping written communication in academic contexts. By utilizing appropriate discourse markers, researchers can effectively convey their ideas, clarify relationships between different parts of their papers, and improve the overall coherence of their writing.

Conclusions

This study provides valuable insights into the usage of discourse markers (DMs) in the abstracts of national journal articles. The analysis revealed the presence of four main types of discourse markers which are contrastive, elaborative, inferential, and temporal markers but NOT in a various utilization.

The findings indicate that the authors of the analyzed abstracts employed less

DMs than thought to be, which lead to ineffectively convey their ideas, establish low level of coherence, and guide the reader's understanding.

Contrastive markers were used to introduce contrasting statements, elaborative markers to expand upon previous ideas, inferential markers to indicate logical connections, and temporal markers to organize the flow of information. Notably, the study identified the most dominant DMs utilized across the 21 abstracts that published with English Language, "however" being the most prominent contrastive marker, "and" as the dominant elaborative marker, "therefore" and "thus" as the leading inferential markers, and "first," "secondly," and "in conclusion" as the only temporal markers.

These findings highlight the crucial role that discourse markers play in academic writing, specifically in the context of journal article abstracts. The strategic use of DMs can enhance the clarity, coherence, and overall effectiveness of scholarly communication. The insights from this study can inform writing practices and guide non-native English researchers in their efforts to improve the quality and flow of their academic writing.

Further research could explore the usage of DMs in other academic genres, such as full English journal articles or conference papers, to gain a more comprehensive understanding of their role in scholarly discourse. Additionally, cross-cultural comparisons of DM usage in abstracts written by authors from different linguistic backgrounds could provide valuable perspectives on the diverse strategies employed in international academic publications.

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Exploring the Impact of British Council Training Course (English for Teaching)
on the Language Proficiency and Teaching Skills of English Language Teachers in
Public Schools in Libya. ………………………………………(62…..87)

Exploring the Impact of British Council Training Course (English for Teaching)
on the Language Proficiency and Teaching Skills of English Language Teachers in
Public Schools in Libya.

By

Abdulrahman Meftah Alshaybani
Faculty of Arts and Languages, Asswani Branch, Tripoli University, Libya

Abstract:

This study evaluates the British Council's (BC) "English for Teaching" training course for Libyan EFL teachers, focusing on its impact on language proficiency, teaching skills, and instructional quality. Using a mixed-methods approach, the research combined quantitative data from (50) trainee teachers with qualitative insights from interviews with (2) course moderators. The findings indicate that the training program effectively enhanced teachers' lesson planning, classroom management, and student engagement. However, notable challenges emerged when teachers applied their new skills in less-resourced school environments, stemming from limited resources and insufficient support. Such challenges hindered the full implementation of the training's benefits. It is recommended that future iterations address these contextual challenges by incorporating strategies for better supporting teachers in diverse educational settings. This includes fostering closer collaboration with local educational authorities to ensure adequate resourcing and ongoing support, as well as providing more practical training opportunities and regular face-to-face sessions.

Keywords: EFL Training Program, Professional Development, Libyan Teachers, Training Evaluation, Implementation Challenges

ملخص الدراسة:

تقيّم هذه الدراسة دورة التدريب التي يقدمها المجلس الثقافي البريطاني لمعلمي اللغة الإنجليزية في ليبيا، مع التركيز على تأثيرها على الكفاءة اللغوية للمعلمين، ومهاراتهم التدريسية، وجودة التعليم. باستخدام منهجية مختلطة، جمعت الدراسة بين البيانات الكمية من 50 معلماً متربا مع رؤى نوعية من مقابلات مع 2 من المشرفين على الدورة. تشير النتائُج إلى أن برنامج التدريب حسّن بشكل فعال من قدرة المدرسين على إعداد الدروس، وإدارة الفصل، وتفاعل الطلاب. ومع ذلك، فإن نجاح البرنامج لا يعتمد فقط على جودة المحتوى وطريقة التقديم للدورة التدريبية. فقد ظهرت تحديات معينة عندما طبق المعلمون مهاراتهم الجديدة في بيئات مدرسية ذات موارد محدودة. أبلغ المعلمون عن صعوبات ناجمة عن تلكم الموارد المحدودة والدعم غير الكافي، مما أعاق التنفيذ الكامل للمهارات المجنية من الدورة التدريبية. للحصول على قدر أكبر ونتائُج ذات تأثير أكبر من الدورة

التدريبية، يُوصى بأن تأخذ النسخ المستقبلية للدورات التدريبية هذه التحديات بعين الاعتبار من خلال دمج استراتيجيات لدعم أفضل للمعلمين في بيئات تعليمية متنوعة. يشمل ذلك تعزيز التعاون مع السلطات التعليمية المحلية لضمان توفير الموارد والدعم المستمر، بالإضافة إلى توفير المزيد من فرص التدريب العملية والجلسات المنتظمة وجهًا لوجه.

1. Introduction

Teaching the English language has taken significant priority in many teaching and learning contexts in government and private teaching institutions, such as schools, colleges, and many other institutes. Therefore, the need for well-skilled teachers capable of running their classes effectively has recently been rising. Consequently, EFL teacher training programs have become a fundamental requirement for the success of the teaching and learning process. Freeman and Johnson (1998) argue that in-service training programs can help EFL teachers stay up-to-date with the latest research and developments in the field. Moreover, Ahmad, et al. (2020), found that after training, primary school teachers were able to use English as a Medium of Instruction. This suggests that the training program had a positive impact on the teachers' ability to implement English as the medium of instruction in their classrooms.

In many countries, including Libya, the BC provides training courses for English language teachers to enhance their language proficiency and teaching skills (British Council, 2021). However, there is a need to evaluate the effectiveness of these courses in improving the quality of English language teaching in public schools. According to the Libyan Organization of Policies & Strategies (LOOPS, 2016), there is a shortage of qualified English language teachers in public schools, which has led to a weakening in the quality of English language teaching. This situation highlights the importance of effective teacher training programs that can enhance the quality of English language teaching in public schools. Despite the popularity of these courses, there has been ongoing debate and research on their effectiveness in achieving their goals. For instance, Aminu, et al. (2023) reviewed the BC's Strengthening Teachers' English Proficiency (STEP) program in Nigeria and revealed positive outcomes in teachers' English language proficiency following their participation in the program. However, there are contrasting perspectives on the effectiveness of teacher training programs. For example, Choudhury (2022) highlights the lack of emphasis on critical reflection and teacher beliefs in the reviewed training programs in Bangladesh, suggesting the need for a balanced consideration of the effectiveness of different teacher training initiatives. Research has shown that the design and delivery of teacher training courses can significantly influence their effectiveness. For example, a study by Isharyanti, et al. (2023) concludes that meticulous needs analysis and context-sensitive program design are paramount for maximizing the effectiveness of online Teacher Professional Development (TPD) programs for diverse teacher populations. They also identify teachers' Information and Communication Technology background, beliefs, abilities, pedagogical competencies, and prior TPD experiences as key factors influencing the

varying effectiveness of training programs. Similarly, Katal, et al. (2022) found that incorporating peer observation and feedback resulted in a significant improvement in teaching style and student engagement. Another important factor in the effectiveness of teacher training programs is the assessment methods used to measure their impact. Gore (2015) highlights the practical value of incorporating classroom observation into teacher education programs as a means to assess teacher performance and its impact on student learning outcomes. Accordingly, training courses can better support educators in developing their teaching skills and ultimately contribute to improved student achievement.

This is significant as it underscores the critical role that well-designed training program plays in advancing EFL teachers' language proficiency and teaching capabilities, thereby enhancing student outcomes. By identifying the challenges teachers face when applying new knowledge from the training course, the study seeks to uncover specific barriers and propose practical solutions. This, in turn, can guide policymakers in addressing issues that hinder the effective application of training in classrooms, ensuring that teachers can fully utilize their skills to benefit their students. The study's recommendations will also provide valuable insights for refining the British Council's training (BCT) course to better meet the needs of English language teachers.

Given these considerations, **this research aims** to investigate the effectiveness of the BC's "English for Teaching" training course in promoting EFL teachers' language proficiency and teaching skills in Libyan public schools. The study also identifies specific areas of improvement in teachers' skills and examines the extent to which they have applied the knowledge and skills gained in their teaching practice. Additionally, the research investigates challenges teachers face in implementing the training and provides recommendations for improving the effectiveness of BCT course based on the insights of English language teachers in Libyan public schools. To address these objectives, the research seeks to answer the **following questions:**

1.   What do English language teachers in Libyan public schools think about the effectiveness of BCT course **(English for Teaching)** in improving their language proficiency and confidence in their teaching skills?
2.   What specific areas of language proficiency and teaching skills do English language teachers believe were enhanced by participating in BCT?
3.   To what extent are Libyan public school English teachers able to apply the knowledge and skills acquired from the BCT course in their teaching practice, considering the challenges they face?
4.   How can the effectiveness of BCT course be improved from the perspective of English language teachers in public schools in Libya?

2. Literature Review

The field of English as a Foreign Language (EFL) teaching has undergone significant development, highlighting the critical need for continuous professional development

among educators. This literature review examines the impact of in-service training on EFL teachers, exploring how it influences teaching practices, pedagogical effectiveness, and student outcomes.

2.1. Importance of Professional Development

Professional development is a cornerstone for maintaining and improving teaching quality, especially within EFL contexts. Richards and Farrell (2005) argue that ongoing professional development is vital for language teachers to stay current with evolving pedagogical strategies and methodologies. They assert that continuous learning allows educators to refine their teaching practices, adapt to new educational trends, and enhance their overall classroom effectiveness. Freeman and Johnson (1998) supported this perception when emphasizing the impact of student-centered methodologies such as task-based and project-based learning on language acquisition and student engagement. These approaches focus on active communication, interaction, and the practical application of language skills, which are essential for effective language teaching. Moreover, professional development not only enhances pedagogical skills but also improves teachers' confidence and motivation. Guskey (2002) highlights that training programs equip teachers with a diverse range of strategies and methods, contributing to their skill development and improved teaching practices. By integrating innovative teaching strategies, professional development programs foster better student learning experiences and lead to improved educational outcomes. Training provides educators with new tools and techniques, enabling them to create more engaging and effective learning environments. Furthermore, Darling-Hammond et al. (2017) pointed out that effective professional development programs are characterized by their sustained duration, focus on content-specific strategies, active learning opportunities, and strong collaboration among teachers. Such programs significantly improve teaching practices, increase teacher confidence, and enhance student achievement. Professional development programs serve as a platform for educators to reflect on their teaching practices and to engage in continuous self-improvement. As noted by Richards (2015), the reflective process is crucial for teachers to identify areas for growth and to implement changes that enhance their instructional methods.

2.2. In-Service Training Programs

In-service training programs are crucial for professional development, offering educators opportunities to enhance their skills and knowledge. Wati (2011) discusses Indonesia's Vision 2020 initiative, which underscores the importance of teacher development in meeting international educational standards. This initiative aims to elevate student skills and establish Indonesia as a leading educational center. By emphasizing in-service training, the initiative addresses the need for ongoing improvement in teaching quality and the adoption of global best practices.

Similarly, Al-Wreikat and Abdullah (2011) examine Jordan's education reform plan,

focusing on the role of in-service training in improving teaching quality. Their research highlights the significance of training programs in national efforts to enhance educational standards and teacher performance. In-service training is integral to these reform plans, providing teachers with the necessary tools and knowledge to implement new curricula and teaching methodologies effectively. These programs are designed to bridge the gap between existing teaching practices and the demands of contemporary education. Mirici et al. (2013) offer a global perspective on in-service training, noting its widespread implementation and benefits. They argue that training programs contribute significantly to teachers' professional growth by providing a variety of development methods, including seminars, workshops, conferences, and exchange programs. Effective training enhances pedagogical skills and aligns teaching practices with contemporary educational objectives. Msamba et al. (2023) further support this view, demonstrating the positive impact of in-service education on EFL teachers' performance. Their research shows that well-structured training equips teachers with essential skills for understanding and applying curricula, managing classrooms, and integrating technology. Effective programs are those that are responsive to the specific needs of teachers, providing targeted support that addresses their unique challenges. As highlighted by Guskey (2002), the most successful professional development programs are those that are closely aligned with teachers' goals and that offer practical, hands-on experiences. These programs should not only impart new knowledge but also provide opportunities for teachers to apply what they have learned in their classrooms.

2.3. Governance and Fairness in Training Programs

The governance of in-service training programs is essential for ensuring their effectiveness and fairness. Arwildayanto et al. (2023) focus on the governance of training programs in Indonesia, examining issues of fairness and equity in program delivery. Their research suggests that well-organized training programs, tailored to specific levels and needs, yield better outcomes. Effective governance ensures that training addresses particular gaps in teachers' skills and knowledge, thereby enhancing their language proficiency and teaching capabilities.

Rao (2019) emphasizes the role of teacher training in increasing student participation and engagement. Rao's study highlights the importance of addressing teachers' pre-existing beliefs and providing reflective opportunities to enhance training effectiveness. This approach not only helps in addressing specific challenges faced by teachers but also ensures that training programs are relevant and impactful. Wati (2011) also highlights the necessity for training programs to focus on specific practice areas. Her research indicates that while some training programs improve teachers' confidence and motivation, they often fall short in enhancing basic English knowledge. This gap underscores the importance of tailoring training programs to address teachers' specific areas for improvement. Effective professional development should include practical applications and opportunities for teachers to reflect on their practice, ensuring that training programs are not only informative but also directly

applicable to classroom settings. Bouaissane et al. (2022) conducted a study on Moroccan EFL teachers that highlighted the necessity for a participatory approach in designing Continuing Professional Development (CPD) programs. Their research suggested that effective governance should involve teachers in the needs analysis and development process. By engaging teachers directly in the design and implementation of CPD activities, programs can better address their specific needs and improve overall effectiveness. The equitable distribution of training opportunities is another critical factor in the success of professional development programs. As noted by Darling-Hammond et al. (2009), access to high-quality training should be available to all teachers, regardless of their location or the resources of their schools.

2.4. Impact of Training Programs on Teaching Practices

Training programs significantly influence teaching practices and student outcomes. Mirici et al. (2013) report positive outcomes from training courses for Turkish EFL teachers, noting increased self-confidence and motivation. Their study suggests that well-designed training programs enhance teaching practices and provide the necessary tools for effective classroom instruction. The continuous professional growth of teachers is essential for maintaining high standards of education and for ensuring that students receive the best possible instruction. Furthermore, Msamba et al. (2023) investigate the introduction of competency-based language teaching approaches through in-service training in Tanzania. Their research shows that training programs significantly improve teachers' understanding of new curricula and pedagogical techniques. This underscores the importance of aligning training with contemporary teaching approaches to address curriculum changes effectively. The introduction of competency-based teaching approaches through training enhances teachers' ability to implement new methodologies and adapt to evolving educational requirements. The impact of training programs on teaching practices is often reflected in the improvements seen in student outcomes. As noted by Guskey (2002), the ultimate goal of professional development is to improve student learning, and the success of any training program should be measured by its impact on student achievement. This requires a careful evaluation of the effectiveness of training programs and a commitment to continuous improvement.

2.5. Teacher-Centered Training and Practical Implementation

Qaisra and Haider (2023) explore the gap between training content and practical classroom implementation in Punjab, Pakistan. Their study highlights the need for teacher-centered training programs that address specific challenges and needs. By focusing on teachers' engagement and motivation, these programs can better support professional development and improve teaching outcomes. Effective professional development should bridge the gap between theoretical knowledge and practical application, ensuring that training content is relevant and directly applicable to classroom settings. Moreover, Rao (2019) supports the idea that training programs should address specific challenges faced by teachers. By focusing on teachers' needs

and providing opportunities for reflection, training programs can better support educators in enhancing their teaching practices and improving student engagement. In the Libyan context, Amara (2020) examined EFL teachers' perceptions of in-service training programs and their effectiveness. Using a survey approach, the study involved 59 teachers from public schools across Libya, all of whom had completed two to three training courses. The findings indicated that the majority of participants found the training courses to be effective and beneficial for their teaching practice. Additionally, the study revealed that the teachers experienced increased motivation as a result of attending the training programs.

In conclusion, the literature highlights the essential role of in-service training programs in the professional development of EFL teachers. Effective training should address teachers' needs, incorporate modern teaching methodologies, and provide practical applications to enhance teaching effectiveness. As the field of EFL teaching continues to evolve, ongoing professional development remains crucial for educators to adapt and thrive in dynamic educational environments. This broad review highlights the importance of well-structured and relevant training programs in enhancing teaching quality and supporting educators in their professional growth.

2.6. Description of the Training Course Conducted by the BC

The BCT course aims to enhance the proficiency of English language teachers in Libyan government schools by improving their teaching methods and linguistic knowledge. The course was initiated in January 2023 with a face-to-face meeting in Al-Siyahia city, where course moderators met with participating teachers. The training progressed through three levels: The First Level ran from January to March 2023, the Second Level occurred in mid-2023, and the Third Level took place at the end of 2023. Following the completion of the "English for Teaching" course, teachers enrolled in an additional course focused on empowering EFL teachers in Libya, which ran from the end of 2023 to January 2024. Participants were selected based on a proficiency placement test and received an application form via email to provide personal information for course-related communication. Teachers were divided into three groups, each led by a different moderator. A general WhatsApp group, supervised by the General Moderator, facilitated communication among participants from various regions of Libya. The initial meeting was held in a well-equipped room with projectors, data shows, laptops, and internet facilities, and participants were encouraged to bring their own laptops. The meeting included welcoming speeches and "warming up" activities to engage participants.

The training was divided into approximately seven to eight modules, each containing three units that progressed from basic to advanced content. Teachers learned about teaching strategies, classroom management, vocabulary teaching, speaking instruction, compensatory speaking skills, and listening techniques. Each module was designed to be completed within a week, with each unit taking about one hour, and participants could choose their preferred time for engagement. Participants attended zoom sessions

to discuss learning activities, techniques, and classroom management strategies, and collaborative discussions were facilitated through breakout rooms. They also completed activities at their convenience, with a forum for posting feedback and engaging in discussions related to the weekly module content. The course's passing grade was set at 60% or above, with assessment criteria including 40% for module completion, 25% for forum participation, 20% for assignments, and 15% for attending live sessions. Two to three assignments were introduced during Zoom sessions, with a two-week deadline for After completing the course, teachers were invited to a graduation ceremony held at the Corentia Hotel in Tripoli, where teachers from different parts of Libya came together to receive their graduation certificates from the BC. WhatsApp was used for communication between participants and moderators, enabling quick interactions and updates, and each participant had a personal email for receiving notifications and certificates. The course provided a comprehensive and structured approach to professional development for English language teachers, utilizing a mix of synchronous and asynchronous methods that ensured flexibility and engagement. The content covered a range of teaching strategies and language skills, progressing from basic to advanced levels in a systematic manner.

3. Methodology

The *study* employed *a mixed-methods approach* to gather both *quantitative and qualitative data*, offering a comprehensive understanding of the effectiveness of the BCT course for English language teachers in Libyan public schools. This approach was chosen for its ability to provide a richer and more nuanced view of the research problem (Creswell, 2014). Mixed-methods research is particularly valuable in educational contexts because it allows for the integration of quantitative and qualitative data, which enhances the depth and breadth of the analysis (Tashakkori & Teddlie, 2010). The ability to triangulate findings from different data sources helps in achieving a more robust understanding.

Instruments for data collection include a structured electronic survey and semi-structured interviews. The survey, distributed to geographically dispersed participants, follows Dillman's (2017) best practices and assesses the in-service training program's impact on teaching skills and language proficiency. Semi-structured interviews with two volunteer course moderators will provide qualitative insights into the training's effectiveness and challenges faced by trainees, allowing for in-depth exploration of their experiences (Seidman, 2013). This mixed-method approach ensures a comprehensive evaluation of the training program from both quantitative and qualitative perspectives.

Participants of the study included 50 randomly selected English language teachers from public schools in Libya who had completed the BCT course. This sample was drawn from a total of 150 teachers who had undergone the training, aiming to provide insights into the program's impact and effectiveness. Additionally, two course moderators who had delivered the training participated in semi-structured interviews to offer further

insights.

Descriptive statistics, such as frequencies and percentages, were utilized to analyze the survey questionnaire data. This statistical analysis provided an overview of the teachers' perceptions of the training course, facilitating comparisons and trend identification across various course aspects. Thematic analysis was applied to the interview data collected from course moderators. Interviews were transcribed verbatim, and the transcripts were coded and categorized into themes related to the course's effectiveness and the challenges encountered by teachers.

Triangulation was used to integrate the findings from the survey questionnaire and semi-structured interviews. According to Creswell and Plano Clark (2011), triangulation is crucial as it combines different data types to offer a comprehensive perspective on the research problem. This method aimed to enhance the validity and reliability of the findings by comparing and contrasting data from multiple sources. The quantitative data helped identify common themes in teachers' perceptions, while the qualitative data provided a more nuanced understanding of their experiences and perspectives. Ethical approval was obtained to ensure participant confidentiality and anonymity, and informed consent was secured from all participants. The study's limitations include potential biases due to the sample size and context. Responses from participants might include personal biases, and the perspectives provided by course moderators may not fully represent the experiences of all teachers. These factors could influence the study's findings and their generalizability.

4. Results

4.1. Survey Results

The following section analyses the survey results on the BCT program's impact, focusing on language proficiency, teaching confidence, training effectiveness, student outcomes, teaching methods, and participant challenges.

4.1.1. Improvement in Language Proficiency and Confidence in Teaching Skills:

Survey Question	Aspect	Pre-Training	Post-Training	Percentage Change
Q1	Language Proficiency Rating	46% "good", 24% "very good"	32% "good", 66% "very good"	+42% "very good"
Q2	Language Proficiency Rating	-	32% "good", 66% "very good"	-

Q17	Improvement in Language Skills	-	62% reported improvement	-
Q4	Confidence in Teaching Skills	34% "moderately confident", 32% "confident"	44% "confident", 50% "very confident"	+18% "very confident"
Q5	Confidence in Teaching Skills	-	44% "confident", 50% "very confident"	-

The survey reveals a marked improvement in participants' language proficiency due to the BCT. Before the training, the majority rated their English proficiency as "good" (46%) or "very good" (24%) (Q1). Post-training, there was a significant shift, with 32% rating their proficiency as "good" and a substantial 66% rating it as "very good" (Q2). This substantial increase in those rating their proficiency as "very good" indicates a clear positive impact. Additionally, 62% of participants reported improvements in all mentioned language skills (speaking, listening, reading, writing) (Q17), further supporting the effectiveness of the training. Additionally, Participants' confidence in their teaching skills improved significantly after the training. Initially, 34% were "moderately confident," and 32% were "confident" (Q4). After the training, there was a noticeable shift, with 44% feeling "confident" and 50% feeling "very confident" (Q5). This increase in confidence levels underscores the training's success in enhancing teachers' self-assurance.

4.1.2. Impact of Training on Teaching Skills and Student Outcomes

Survey Question	Aspect	Results
Q3	Effectiveness in Improving Language Proficiency	62% "very effective", 20% "extremely effective"
Q6	Effectiveness in Enhancing Teaching Skills	54% "extremely effective", 26% "very effective"
Q15	Most Beneficial Aspect of Training	58% "teaching methodologies and strategies"

| Q16 | Improvement in Teaching Skills | 36% "lesson planning and preparation", 24% "differentiated instruction" |
| Q7 | Improvements in Student Performance | 54% "very good improvements", 24% "moderate improvements |

The study revealed the significant impact of the BCT course on enhancing both teaching skills and student outcomes. Regarding the course's effectiveness, 62% of participants found it "very effective" for improving language proficiency, and 20% deemed it "extremely effective" (Q3). When it came to enhancing teaching skills, 54% rated the training as "extremely effective," and 26% as "very effective" (Q6). Furthermore, The training particularly excelled in developing teaching methodologies, with 58% of participants identifying "teaching methodologies and strategies" as the most beneficial aspect (Q15). Significant improvements were noted in practical skills like lesson planning and preparation (36%) and differentiated instruction (24%) (Q16). These advancements in teaching practices translated into positive outcomes for students, with 54% of teachers observing "very good improvements" in student performance, and 24% noting "moderate improvements" (Q7). The results suggest that the BCT course not only enhanced teachers' instructional skills but also had a direct, positive impact on student learning outcomes

4.1.3. Support, Recommendations, Satisfaction, and Addressing Diverse Needs

Survey Question	Aspect	Results
Q 3	Effectiveness in Improving Language Proficiency	62% "very effective", 20% "extremely effective"
Q 6	Effectiveness in Enhancing Teaching Skills	54% "extremely effective", 26% "very effective"
Q 15	Most Beneficial Aspect of Training	58% "teaching methodologies and strategies"
Q 16	Improvement in Teaching Skills	36% "lesson planning and preparation", 24% "differentiated instruction"
Q 7	Improvements in Student Performance	54% "very good improvements", 24% "moderate improvements"

Participants had varied experiences regarding support and resources, with 52% feeling they received "enough support" and 30% feeling they received "somewhat" but could have used more (Q19). This suggests the need for more comprehensive and consistent support mechanisms in future training programs. Recommendations for improvement included offering "more practical and hands-on training" (30%) and "providing additional resources and support" post-training (34%) (Q12). A strong endorsement was observed, with 78% of participants "definitely" recommending the course (Q13) and

92% affirming they would recommend it (Q22), indicating high overall satisfaction. Regarding diverse learning needs, the training was effective, with 54% of participants feeling it prepared them "very well" and 20% "extremely well" (Q14). Additionally, 78% "strongly agreed" that the training enhanced their understanding of "effective teaching strategies," and 38% valued the knowledge on "creating engaging and interactive lesson plans" (Q18), highlighting the practical value of the training content.

4.1.4. Challenges in Implementation, Overall Impact, and Support Needs

Survey Question	Aspect	Results
Q11	**Challenges in Implementation**	32% faced "limited time for lesson planning and preparation," 28% faced "limited resources."
Q20	**Frequency of Training Application**	44% "often," 34% "sometimes" used the knowledge gained in teaching practices.
Q21	**Addressing Participants' Needs**	54% felt their needs were "very well" addressed, 14% felt it was "moderately well" addressed.
Q8	**Impact on Teaching Capabilities**	64% "strongly agreed" that the training improved their teaching capabilities.
Q9	**Improvement in English Proficiency**	58% "strongly agreed" that their English proficiency improved as a result of the training.
Q10	**New Insights into Teaching**	78% acknowledged significant new understanding gained from the training.

Participants in the study faced notable challenges when applying the knowledge gained from the BCT course, particularly due to "limited time for lesson planning and preparation" (32%) and "limited resources" (28%) (Q11). These challenges highlight the need for improved support mechanisms to fully realize the benefits of the training in practical settings. Despite these obstacles, the training was frequently applied in teaching practices, with 44% of participants using the knowledge "often" and 34% "sometimes" (Q20). This application underscores the relevance and impact of the training on classroom practices. However, opinions varied on whether the training adequately addressed participants' specific needs. While 54% of participants felt their needs were "very well" addressed, 14% felt it was only "moderately well" addressed (Q21). This suggests that while the training was generally effective, there is room for improvement in tailoring the course to meet individual challenges and ensuring adequate support for the practical application. In terms of overall impact, the BCT course had a profound effect on enhancing teaching skills and English proficiency among participants. A significant majority (64%) "strongly agreed" that the training was instrumental in improving their teaching capabilities, indicating that the course was

well-structured and aligned with their professional development needs (Q8). Additionally, 58% "strongly agreed" that their English proficiency improved as a result of the training, which is crucial for effective content delivery and student engagement (Q9). The course also provided valuable new insights into teaching English, with 78% of participants acknowledging the significant new understanding they gained (Q10).The high agreement shows the training was transformative, equipping participants with innovative approaches that will have a lasting impact on their teaching, enabling them to adapt and improve continually.

4.2. Analysis and Results of the Moderators' Interviews

This section analyzes interviews with Mrs. Nadia Twati and Mrs. Amina Alshaybani, presenting results on their roles, the program's effectiveness, challenges identified, and recommendations for improving the English for Teaching program

4.2.1. Moderators' Roles and Training Effectiveness

The interviews with Nadia Twati and Mrs. Amina Alshaybani reveal insights into their roles within the English for teaching program and assess the program's effectiveness.

Nadia Twati, serving as a teacher educator and E-moderator, plays a pivotal role in the daily operations of the program. She manages online sessions, moderates discussions, and ensures content delivery is effective. Her involvement is crucial for maintaining engagement and accessibility. She describes her role: "I make sure that everyone is on track... I deliver online sessions... and create presentations" (Q1).

In contrast, Mrs. Amina Alshaybani, as the English Program Project Manager, focuses on strategic planning and program execution. Her responsibilities include aligning the program with educational goals and overseeing logistical aspects. She notes, "My role is to lead on the English for Teaching course" (Q1). This strategic oversight ensures that the program aligns with broader objectives and meets teachers' needs.

Regarding the effectiveness of the training course, both moderators observe a gradual improvement in teacher performance. Nadia points out that while the initial course may be challenging due to the unfamiliarity with asynchronous learning, teachers show better results with subsequent courses. She explains, "They enjoy trying everything they learned in their own classrooms" (Q2). This gradual improvement highlights the program's increasing impact on teaching practices.

Mrs. Amina Alshaybani agrees, noting that significant improvements are typically seen by the second course. She states, "Teachers generally show significant improvement by the second course" (Q2). This analysis emphasizes the positive effect of the training on teachers' skills and confidence, highlighting the program's success in fostering professional growth.

4.2.2. Improvement in Language Proficiency, Teaching Skills, and Implementation Challenges

The training course has led to significant improvements in teachers' language proficiency and teaching skills. Nadia reports that teachers have developed a better understanding of grammatical concepts and effective teaching techniques. She observes, "Our teachers have been more able to understand different grammatical areas and different grammatical aspects themselves" (Q5). This deeper understanding enhances lesson delivery and overall teaching effectiveness. Mrs. Amina Alshaybani notes that teachers have also improved their classroom management and student engagement. She states, "Teachers have learned effective techniques for pairing students, managing classroom activities, and reflecting on their teaching practices" (Q5). These advancements contribute to a more interactive and productive learning environment. Implementing the skills gained from the training has presented several challenges. Nadia highlights that initial course activities were often more suited to resource-rich environments, which posed difficulties for teachers in less equipped settings. She explains, "Some of the activities that we delivered in the first phase and some of the strategies were more suitable for a rich environment or a resource-rich environment" (Q4). This feedback prompted adjustments to the course content to better align with public school realities. Mrs. Amina Alshaybani also points out practical difficulties, such as limited resources and insufficient institutional support. She adds, "Many teachers struggle with applying certain activities due to a lack of resources and time" (Q4). These challenges underscore the need for further adaptation and support in training materials to meet the constraints of public school environments.

4.2.3. Applying Obtained Teaching Skills and Measuring the Success of the Training Course

The BCT course has significantly enhanced English language teachers' ability in Libya to apply new skills. Moderator Nadia Twati noted that teachers have successfully implemented techniques such as the communicative approach, improved board management, and enhanced student engagement. Amina, another moderator, observed that despite challenges like time constraints, teachers are applying their learning effectively. However, both Nadia and Amina recognized that applying these techniques could be difficult, particularly in schools with limited resources. The initial training included activities suited for resource-rich environments, which posed challenges for public schools. In response, the course content was adapted to focus on low-resource activities and strategies for managing large classes. The success of the BCT course is evident from increased participation, positive teacher feedback, and noticeable improvements in teaching practices. Nadia reported growing participation rates and positive receptions of the new techniques. Similarly, Amina highlighted the course's success in guiding EFL teachers in public schools towards more effective teaching methods.

4.2.4. Recommendations and Future Support

Both Nadia and Mrs. Amina Alshaybani offer valuable recommendations for improving the training course. Nadia suggests increasing the frequency of Zoom sessions and providing more flexibility with assignments. She notes, "Teachers have expressed a desire for more Zoom sessions and more leniency with assignments" (Q8). This feedback highlights the need for more interactive and accommodating elements in the training program. Mrs. Amina Alshaybani recommends incorporating peer observation and face-to-face interactions to further support teachers. She believes, "Peer-observation could be a valuable tool to enhance teaching practices" (Q8). Additionally, Nadia suggests establishing a stronger connection with the Ministry of Education to increase participation and address broader needs. She proposes, "We need some sort of connection with the Ministry of Education because... the numbers are very low compared to the need of the market" (Q10). The interview thematic analysis provides valuable insights into the English for Teaching training program, highlighting the effectiveness of the training, current challenges, and recommendations. These findings are crucial for understanding the program's impact and guiding future enhancements.

4.3. Discussion

Triangulation of quantitative survey results and qualitative insights from semi-structured interviews strengthens the credibility and validity of the research findings regarding the BCT program's impact on Libyan EFL teachers. The survey data reveals a significant improvement in teachers' language proficiency, with 66% of respondents rating their proficiency as "very good" after the training, up from 46% before. This notable enhancement aligns with the argument of Richards and Farrell (2005) that continuous professional development enables educators to stay updated with evolving pedagogical strategies. The BCT program appears to have effectively incorporated elements of modern, student-centered methodologies. Freeman and Johnson (1998) emphasize that such methodologies significantly influence language acquisition. They explain that professional development programs that include these approaches can greatly enhance teachers' language skills. The observed increase in proficiency among participants indicates that the training likely included these contemporary best practices, supporting the program's effectiveness.

In addition to improvements in language proficiency, the survey results show a substantial improvement in teachers' confidence. Specifically, 44% of participants reported feeling "confident," and 50% felt "very confident" after the training. This increase is corroborated by qualitative feedback, where moderators observed noticeable enhancements in both teachers' confidence and their classroom practices. Nadia Twati reported that teachers were eager to apply their new skills, while Amina Alshaybani noted significant improvements by the second course. Darling-Hammond et al. (2017) highlight that effective professional development programs are characterized by sustained duration, content-specific focus, active learning, and collaboration. The convergence between the survey results and qualitative feedback with Darling-

Hammond et al.'s (2017) findings suggests that the training not only enhanced teachers' skills but also positively influenced their confidence, which is crucial for creating effective and engaging learning environments.

Furthermore, Participants rated the training program highly, with 62% finding it "very effective" for improving language proficiency and 54% for enhancing teaching skills. This positive perception is reinforced by moderators' feedback, which reported significant improvements and favorable evaluations from teachers. Mirici et al. (2013) argue that effective training enhances pedagogical skills and aligns teaching practices with contemporary educational objectives. Similarly, Msamba et al. (2023) demonstrate that structured training programs positively influence teachers' performance by equipping them with essential skills for understanding and applying curricula. The high ratings and positive feedback from participants suggest that the training program was successful in achieving its objectives, effectively enhancing teachers' teaching practices and pedagogical skills.

Additionally, Survey data also highlights that 58% of participants found the teaching methodologies and strategies to be the most valuable aspect of the training. Additionally, 54% reported "significant improvements" in their students' performance. This finding is supported by qualitative data, where feedback from moderators indicated improvements in teaching methods, classroom management, and student engagement. Mirici et al. (2013) report that training programs significantly enhance teaching practices and provide essential tools for effective instruction. This correlation supports the view that improvements in teaching methodologies translate into better student outcomes, reinforcing the effectiveness of the BCT program.

However, the survey also reveals that while 52% of participants felt they received "enough support and resources," 30% felt they needed more. This discrepancy is further highlighted by qualitative feedback, which identified challenges related to limited resources and support, affecting some teachers' ability to apply the training effectively. Wati (2011) and Rao (2019) emphasize the need for targeted support and practical applications in training programs. The gap between perceived and actual support underlines an area for improvement, emphasizing the necessity for equitable distribution of resources and addressing specific practice areas to enhance the effectiveness of training programs. Addressing these challenges is crucial for bridging the gap between teachers' needs and the support provided.

Furthermore, 32% of participants reported encountering significant challenges, particularly with "limited time for lesson planning" and "limited resources." These structural challenges can impede the practical application of new methodologies and strategies learned during the training. Despite these obstacles, the overall effectiveness of the course in improving teachers' language proficiency and teaching skills was noted positively. Moderators observed that resource limitations and time constraints were significant challenges, with some teachers struggling to implement new activities due to insufficient resources and time to adapt their lesson plans. Richards (2015) highlights the importance of ongoing reflective practice in addressing these practical challenges.

By continuously reflecting on their experiences and identifying areas for improvement, teachers can find ways to overcome obstacles such as time and resource limitations, thus enhancing the application of new methodologies and strategies. To conclude, the BCT program effectively enhanced teachers' language proficiency, confidence, and teaching skills, though challenges like resource availability and time constraints were noted. Comprehensive data integration highlights successes and areas for improvement

5. Recommendations for Improvement

Participants recommended more practical training sessions and additional resources to facilitate the application of learned concepts. This reflects a desire for professional development offering hands-on, practical experiences that help apply new strategies in their classrooms. Moderators also suggested enhancing the training with more interactive components, such as Zoom sessions, peer observations, and opportunities for real-time feedback. These interactive elements would not only make the training more engaging but also provide a platform for teachers to practice new techniques in a supportive environment. This aligns with Wati's (2011) findings, emphasizing the importance of targeted, practice-oriented professional development programs. Wati argued that training should not only focus on acquiring new knowledge but also ensure that teachers have sufficient opportunities to apply this knowledge in their teaching practice.

The convergence of these insights from both quantitative and qualitative data sources points to clear steps for improving future training programs. By incorporating more practical, interactive elements and ensuring that teachers have adequate time and resources, with better coordination with educational policymakers, to implement what they learn, training can be more effective. This approach will enhance teaching practices and lead to improved learning outcomes for students. Participants and moderators highlighted the value of combining practical training with interactive elements to further enhance the program. It can be concluded from their reflections that to build on the current successes, it would be beneficial to consider the following recommendations:

- Enhanced Support: Additional teaching aids and ongoing professional development are essential, especially in resource-constrained settings.
- Adaptable Training Content: Tailoring materials to meet the diverse needs of teachers increases relevance and applicability.
- Interactive Elements: The inclusion of peer observations, collaborative workshops, and flexible learning opportunities contributes to more engaging and practical training

5.   Conclusion

The BCT program has notably advanced the language proficiency, teaching skills, and confidence of Libyan EFL teachers. The well-structured training, which utilized both synchronous and asynchronous methods, covered a wide array of teaching strategies and

language skills. This comprehensive approach is reflected in the increased proficiency and confidence reported by participants, as well as the improved classroom practices observed by moderators. However, the program's success extends beyond the content and delivery; it is also influenced by the environment in which teachers apply their new skills. While the training provided valuable knowledge and techniques, some teachers faced difficulties due to limited resources and support in their schools. These challenges underscore the importance of considering the local context when implementing such training. To maximize the program's impact, future iterations should incorporate strategies to better support teachers in diverse educational environments. This includes enhancing collaboration with local educational authorities to ensure adequate resources and ongoing support for teachers as they apply their new skills. Additionally, there is a need for more practical training opportunities and regular face-to-face sessions to reinforce and practice the skills learned. Strengthening collaboration and support networks, as well as aligning the training with specific local contexts, will be crucial for the program's continued success.

Overall, the BCT program has made a significant contribution to the professional development of Libyan EFL teachers. By addressing environmental factors and enhancing practical training and support, the program can further improve its effectiveness and continue to advance English language education in Libya

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Appendix 1:   **Results of the Survey**

Survey questions/items	Items' options	Frequency	percentages
Q1Before participating in the British Council training courses, how would you rate your language proficiency in English on a scale of 1 to 5	Very poor	0	0%
	Poor	2	4 %
	Average	13	26%
	Good	23	46%
	very good	12	24%
Q2After participating in the British Council training courses, how would you rate your language proficiency in English on a scale of 1 to 5	Very poor	0	0%
	Poor	0	0%
	Average	1	2%
	Good	16	32%
	very good	33	66%
Q3How effective were the British Council training courses in improving your language proficiency in English	Not effective at all	0	0%
	slightly effective	0	0%
	Moderately effective	9	8%
	very effective	31	62%
	Extremely effective	10	20%
Q4Before participating in the British Council training courses, how confident were you in your teaching skills on a scale of 1 to 5	Not confident at all	1	2%
	Slightly confident	11	22%
	Moderately confident	17	34%
	Confident	16	32%
	Very confident	5	10%
Q5After participating in the British Council training courses, how confident are you in your teaching skills on a scale of 1 to 5	Not confident at all	0	0%
	Slightly confident	0	0%
	Moderately confident	3	6%
	Confident	22	44%
	Very confident	25	50%
Q6How effective were the British Council training courses in enhancing your teaching skills	Not effective at all	0	0%
	Slightly effective	0	0%
	Moderately effective	10	20%
	Very effective	13	26%
	Extremely effective	27	54%
Q7Have you noticed any improvements	No improvements	0	0%

in your students' learning outcomes in English language classes since participating in the British Council training courses	Slight improvements	5	10%
	Moderate improvements	12	24%
	very good improvements	27	54%
	Significant improvements	6	12%
Q8Do you feel that the British Council training courses helped you develop your teaching skills in English language	Strongly agree	32	64%
	Somewhat agree	12	24%
	Neutral	3	6%
	Somewhat disagree	3	6%
	Strongly disagree	0	0%
Q9Do you feel that the British Council training courses helped you improve your English language proficiency؟	Strongly agree	29	58%
	Somewhat agree	16	32
	Neutral	3	6%
	Somewhat disagree	2	4%
	Strongly disagree	0	0%
Q10Do you feel that the British Council training courses helped you gain new insights and knowledge about teaching English language	Strongly agree	39	78%
	Somewhat agree	12	24%
	Neutral	0	0%
	Somewhat disagree	1	2%
	Strongly disagree	1	2%

Q11What challenges have you faced in implementing the knowledge and skills gained from the British Council training courses	Limited resources	14	28%
	Limited time for lesson planning and preparation	16	32%
	Resistance from students or colleagues	8	16%
	Lack of support from administration	12	24%
Q12How can the British Council improve the effectiveness of their training courses in enhancing the quality of English language teaching in public schools in Libya	Offer more practical and hands-on training	15	30%
	Provide more resources and support for teachers after the training courses	17	34%
	Tailor the training courses to meet the specific needs and challenges faced by teachers in Libya	8	16%

	Offer more opportunities for collaboration and networking among teachers	9	18%
	We need more time capacity of classes and period	1	2%
Q13 Would you recommend the British Council training courses to other English language teachers in public schools in Libya	Definitely yes	39	78%
	Probably yes	7	14%
	Undecided	1	2%
	Probably not	2	4%
	Definitely not	1	2%
Q14 How well did the British Council training courses prepare you to teach English language classes to students with diverse backgrounds and learning needs؟	Extremely well	10	20%
	Very well	27	54%
	Moderately well	11	22%
	Slightly well	1	2%
	Not well at all	1	2%

Q15 In your opinion, what aspects of the British Council training courses were most helpful in improving your language proficiency and teaching skills؟	Course content and materials	9	18%
	Teaching methodologies and strategies	29	58%
	Feedback and support from trainers	9	18%
	Opportunities for collaboration and networking with other teachers	3	6%
Q16 What specific teaching skills do you feel you have developed as a result of the British Council training courses	Classroom management	10	20%
	Lesson planning and preparation	18	36%
	Assessment and evaluation	3	6%
	Differentiated instruction	12	24%
	Communication and interpersonal skills	7	14%
Q17 What specific English language skills do you feel you	Speaking	9	18%

have improved as a result of the British Council training courses	Listening	1	2%
	Reading	4	8%
	Writing	4	8%
	All the above mentioned skills	31	62%
	None of the above four language skills	1	2%
Q18What new insights or knowledge did you gain about teaching English language as a result of the British Council training courses؟	Effective teaching strategies	14	28%
	Theories of language learning and acquisition	2	4%
	Best practices for teaching English language learners	11	22%
	Technology integration in language teaching	4	8%
	Learning how to create engaging and interactive lesson plans	19	38%

Q19Did you receive enough support and resources from the British Council during and after the training courses to implement the knowledge and skills gained in your teaching practice؟	No, not enough support or resources	2	4%
	Somewhat, but could have used more support or resources	15	30%
	Yes, received enough support and resources	26	52%
	I did not require support or resources for implementing the knowledge and skills gained in my teaching practice	2	4%
	"The course emphasizes knowledge and skill acquisition, with limited guidance on implementation in the classroom."	5	10%
Q20How frequently do you have the opportunity to apply the knowledge and skills gained from the British Council training courses in your teaching practice؟	Rarely or never	0	0%
	Occasionally	4	8%
	Sometimes	17	34%
	Often	22	44%
	Almost Always	7	14%
Q21Do you feel that the British	Not at all	0	0%

Council training courses adequately addressed the specific needs and challenges faced by English language teachers in public schools in Libya?	Somewhat	7	14%
	Moderately well	7	14%
	Very well	27	54%
	Extremely well	9	18%
Q22 Would you recommend the British Council training courses to other teachers?	Definitely yes	46	92%
	Probably yes	3	6%
	Not sure	1	2%
	Probably no	0	0%
	Definitely no	0	0%

Pharmacy Students' Views on Online Learning

Walid Fawzi Alsharif[1], Salem Hasn Abukres[2*]

[1]Department of Pharmaceutical Chemistry, Faculty of Pharmacy, Elmergib University, Al khums, Libya.

[2]Department of Pharmaceutical Care, Faculty of Pharmacy, Elmergib University, Al khums, Libya.

[2]Department of Pharmacology and Toxicology, Faculty of Pharmacy, Al-Asmarya Islamic University, Zletin, Libya

ملخص الدراسة

نظرا لإقفال الجامعات في ليبيا أثناء فترة جائحة كورونا، فقد قامت بعض الأقسام بكلية الصيدلة بجامعة المرقب باستخدام التدريس عن بعد كوسيلة للاستمرار في الدراسة عبر الشبكة العنكبوتية (الانترنت). بعد عودة الدراسة بعد سماح الجهات المختصة بذلك، قام الباحثان بعمل استبانة لمعرفة أراء الطلاب حول انطباعهم عن استخدام أسلوب التدريس عن بعد.

أجاب عن الاستبانة 138 طالب مما يجعل معدل الاستجابة للدراسة عالية وبنسبة 90.19%. بشكل عام كان المستجيبين يدعمون هذه الطريقة من التعليم، كما تعرفوا على ميزات وعيوب هذه الطريقة في التدريس.

هذه الطريقة قد تفيد في حالات الطوارئ المختلفة منها الأوبئة وظروف الطقس القاسية والفيضانات الكبيرة. ويوصي الباحثان باستخدام هذا الأسلوب في التدريس على نطاق أوسع لما في ذلك من فوائد في هذا البلاد الشاسع والمترامي الأطراف مما يقلل الحاجة للتنقل لمسافات طويلة تضيع الكثير من الوقت والجهد.

Abstract:

Online learning was adopted by Department of Pharmacy Practice at Faculty of Pharmacy, Elmergib University, Libya when universities were shut down during COVID-19 outbreak.

This is a cross-sectional study amid to identify students' views on online learning. A short-self-administered questionnaire was distributed among undergraduate pharmacy students enrolled in Faculty of Pharmacy - Elmergib University, Libya. One hundred thirty-eight students participated. The response rate was 90.19%. Respondents of the current study supported online learning approach. They also reported several advantages of this method as well as they have identified its draw-backs. Online learning method is a safe alternative in case of epidemic or other circumstances.

Key words: Online learning, traditional learning, class room, COVID-19, pharmacy

Introduction:

In April 2020, universities in Libya were shut down as a result of Corona Virus Disease (COVID-19) outbreak. Many universities did not have a pre-prepared an alternative plan to continue the learning process. Therefore, some institutions decided to adopt an online learning approach. Department of Pharmacy Practice at the Faculty of Pharmacy, El-Mergib University, Libya sent through online platforms the theoretical part of this subject to fourth (the last) year students. In January 2020, universities in Libya resumed classroom learning under certain COVID-19 control and prevention measures (Jallul et al., 2022, pp. 1-8).

Traditional learning requires that students physically attend university campus and take lectures in the classrooms. This method of education has the advantages of face-to-face interaction between peers and their educators. It also enables them to use other facilities in the campus such as libraries and laboratories. However, classroom learning provides a limited flexibility as students must attend the classrooms at specific times. In addition, traveling to and out the campus every day takes a considerable amount of time, efforts, and resources (Amiti, 2020, pp. 60-70).

Online learning has three types; asynchronous (unsynchronized), synchronous and hybrid approach. In asynchronous type, students are provided with materials via an online platform, so they can access and/or download the material at any time that suits them. Synchronous method requires the lecturer and students to interact online simultaneously. This is a real time distance learning. Though, it lacks the flexibility provided by the unsynchronized type. The third type is the hybrid type (blended courses) which is a combination of both asynchronous and unsynchronous forms (Amiti, 2020, pp. 60-70)

As far as the researchers know, there are no previous studies in Libya that compare directly pharmacy students' views on online with traditional learning. Therefore, Libyan students' attitudes towards the online learning is completely unknown. A study conducted in 2009 had identified several barriers in implementing electronic learning in Libya (ElZoghbi & Khashkhush, 2013, pp. 333-345). The most important barriers were lack of funding and technological infrastructure as well as resistance to changes. Thus, online learning may not be an option for students who lack internet access.(Rhema & Miliszewska, 2014, pp. 169-190) Although resistance to change may be less predominant in younger generation, it is not clear whether the Libyan students would accept online learning or not. The present study explored students' views on the asynchronous method of online learning.

Methods:

The current study a qualitative in nature and details of methods used have been described in the previous article (Abukres, 2021, pp. 8-11). In the present study, students who had experienced online learning of pharmacy practice course during the lockdown period were invited to participate and provide their perception about online education. A pre-test semi-structured questionnaire (In Arabic Language) was distributed to all students (153 students) who attended final exams of the third and fourth year undergraduate students at Elmergib University, Al khums, Libya on March 14, 2021. Since all students participated in the study, no sampling technique (such as randomization) was used. Ethical approval was granted by the University Ethical Committee (2021). The students were invited to participate willingly and were

considered consented once they provided a written informed consent or filled and returned the questionnaire. The questionnaire was distributed and collected by an independent supervisor; therefore, the privacy and confidentiality of respondents and non-respondents have been fully protected. The questionnaire was validated through a pilot version that included five academic staff members at Elmergib University. The final questionnaire contained five questions. The first question was about participants' confidence in the safety measures that were applied by the faculty to minimize the spread of COVID-19 virus. The second question collected students' views about which method of the study they prefer. The third and the fourth questions were about advantages and disadvantages of online education, respectively. The last question collected the demographic data of the participants. A self-administered questionnaire was used in the present study because it is convenient, fast and free of charge tool of data collection. However, it has the disadvantage of low response rates (De Leeuw, 2008, pp. 313-327). To overcome this limitation and obtain a reasonably high response rate, the researchers used a short questionnaire. For each question, a few answer options were offered so the participants would need less time to fill the questionnaire. Additionally, the questionnaire did not inquire about personal details such as name of participant or any data that may identify the participants.

Data were entered in Microsoft Excel sheet to calculate percentages. Answers to open question were collected and analysed using verbatim analysis.

Results:

One hundred thirty-eight of the students filled the questionnaire; therefore, the response rate was 90.19%. The majority of the respondents were female (92, 66.6%).

Figure 1. Demographic data of participants (n=138).

The dominant age group was 20 - 29 years (95%).[Fig. 1]

Participants' confidence in safety measures:

The participants divided almost equally regarding their views on safety measures that were applied by the faculty to allow the traditional method of education (i.e class room). While 72 participants (52.17%) said, they were confident and the safety measures were enough to significantly minimize the risk of infection with the virus. The other 66 participants (47.83%) did not feel confident in the safety measures, particularly there were worried about how other students in the faculty behaved (i.e. they did not completely apply the safety measures). They said they also were worried because of the possibility of spreading the virus to their parents and oldest family members.

Online vs. Classroom learning:

The majority of the participants (117, 84.78%) preferred online learning. Only 14 participants (10.14%) though classroom learning is better than online learning. The rest of the participants (7, 5.07%) did not notice any significant differences between these educational approaches.

Advantages of online learning:

The question about advantages of online learning had three options; "I can listen to the lecture at several times", "I can select the time of the lecture", and "Other; please specify". They were told to select and write as much as they want.

All the participants answered this question, including those who did not prefer online learning. They also selected the both the first and the second options. Regarding the third option (i.e. other advantages of online learning), the respondents had the opportunity to answer as much as they desired; the provided answers were as follows:

There were 81 participants (58.7%) who answered "it saves my time". Twenty-two respondents (16%) selected "it saves my money", either because they need less money for travel and/or for printing lectures. Twenty-five students (18.11%) though "it is safer than class-room". Six respondents (4.34%) selected "it is useful in case of severe weather and flooding". Four students wrote (2.89%) "it is quieter and more peaceful than class-room".

Disadvantages of online learning:

Four options were given to collect participants' views on drawbacks of online approach; "I could not manage my time", "I lost the opportunity to ask questions", "I had internet issues", and "other; please specify". Again, for this question, the participants were instructed to select and write as much as they want.

Fourteen participants selected the first and the second options, in addition to another seven students who selected only the second option (i.e. I lost the opportunity to ask questions).

Regarding the option "other; please specify", the answers were as follows: five out of seven who had selected this option (71.42%) respondents said they do not believe online learning is possible in the practical part of the study. Two students (28.57%) reported loss of competition with other classmates.

Discussion:

This study explored student' perceptions about online learning in Libya during COVID-19 pandemic. Results of the current study reveal that the majority of the respondents preferred online learning than the traditional education (i.e. classroom). This is consistent with previous studies (Alsaaty *et. al* 2016, pp. 31-41; Bolliger & Halupa, 2018, pp. 299-316). Similarly, in Jordan, a study was conducted by Abukamar *et al*, found that most of the participants had a positive attitude towards online education, and this was evident in their continued interest in taking online courses(AbuKamar & Kamar, 2022, pp. 841-845). The main reason for preference of online learning is probably that students thought it is safer, particularly after Covid-19 pandemic era. They also thought it is more flexible and saves their time and money. In addition, it provided opportunity to review lectures several times, so they can understand points that usually miss during the classroom learning. Conversely, there was a study in Saudi Arabia found that the majority of respondents preferred face-to-face, in-class lectures to online lectures (Almaghaslah *et. al*), which attributed to the limited use of technology by the teaching staff at their school(Almaghaslah *et. al* 2018, pp. 617-621). Alternatively, a hybrid model can be adopted to improve outcomes and student satisfaction with the process and the results. For instance, several studies in different countries have found that the majority of respondents

valued a combination of online and face-to-face learning methods. As reported in many countries, such as Nigeria, and Malaysia, respondents showed positive interest in blended learning (combined face to face and online learning) as more preferable and suitable for teaching students mostly because poor internet connectivity or lack of collaboration and interaction during online sessions(Okoro, *et. al* 2020, pp. 242-248).

Nevertheless, in the current study, respondents thought that the online learning is also useful in case of bad weather and flooding. This was also reported in a previous study (Schwartz, et. al 2020, pp. 1-6). This is an interesting comment, particularly in Libya, where classrooms usually suspended in schools and other educational institutes, because roads are closed and it is too risky to attend the classrooms.

On the other hand, the participants report several disadvantages of online learning. Loss of interaction with their lecturer and other students was the most noted drawback of this learning approach(Suwaed, 2020, pp. 56-62). Some students, probably who had poor time management skills, said they could not manage their time properly. This may be caused by that those students stick to a classroom schedule; however, they were not able to specify time to listen to online lectures.

The major limitation in the current study is the small sample size; which makes it difficult to generalize the study findings. However, the response rate was high and all the participants had already experienced online learning, which add a value to their responses. Another limitation was using only one method of data collection (i.e. self-administered questionnaire). This method does not collect in-depth data that could be obtained by other methods such as face to face or telephone interviews.(Bowling, 2005, pp. 281-291)

Conclusion:

Participants of the current study supported the online learning approach. They noted its advantages of flexibility, time and money saving. They also thought it is a safe method of learning during epidemics and in cases such as extreme weather.

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الشيخ الطاهر الزاوي وجهوده في الدعوة إلى الله تعالى

حمزة مفتاح المدني، كلية الشريعة / جامعة الزيتونة

المقدمة

الحمد لله رب العالمين، والصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا محمد على آله وصحبه أجمعين.

وبعد، ، ،

1. أهمية الموضوع

مرّ المجتمع الليبي إبان الاستخراب الإيطالي بمرحلة شهدت أحداثاً مهمة متمثلة في حركة الجهاد الليبي وكان من آثار هذا الاستخراب فشو جهلٍ بالدين عند كثير من الليبيين فقيض الله لهذه البلاد المباركة عالماً فذاً جهبذاً حمل لواء الجهاد بالسلاح والعلم، فكتب الشيخ الطاهر الزاوي عن حركة الجهاد وألف في علوم اللغة والفقه والتاريخ، فجاء هذا البحث المعنون بـ ((الشيخ الطاهر الزاوي وجهوده في الدعوة إلى الله)) مبرزاً جهود الشيخ الدعوية والمناهج التي سلكها في الدعوة إلى الله تعالى.

وما من شك في أن الدعوة إلى دين الله تعالى هو طريق الأنبياء والمرسلين، ليس طريقاً سهلاً وإنما تعتريه العقبات؛ غير أن الدعاة الصابرين المخلصين كأمثال الشيخ الطاهر الزاوي يعلمون ذلك فقد صبر حتى أدى واجبه الوطني والديني.

2. **أسباب اختيار الموضوع**

1 ـ التعريف بحياة الشيخ الطاهر الزاوي وأخلاقه.

2 ـ إبراز أهم الآثار العلمية في حياة الشيخ.

3 ـ المساهمة في إبراز أهم المناهج الدعوية التي سلكها الشيخ في طريق دعوته.

4 ـ التعرف على أهم الجهود الدعوية التي قام بها الشيخ الطاهر الزاوي.

3. **الإشكالية والتساؤلات:**

من هو الشيخ الطاهر الزاوي؟ وما هي أبرز ملامح حياته العلمية؟ هل كان الشيخ الطاهر داعية؟ وما هي أبرز المناهج الدعوية التي سار عليها؟ وما هي أبرز وأهم الجهود الدعوية التي قام بها الشيخ الطاهر؟

4. **المنهج المتبع:** سار الباحث على المنهج الاستقرائي التحليلي الاستدلالي.

5. **حدود الدراسة**

تبحث هذه الدراسة الحياة الخاصة بالشيخ الطاهر الزاوي متمثلة في حياته، وأخلاقه وينصب التركيز في الدراسة على الجانب الدعوي في حياة الشيخ.

6. **الدراسات السابقة**

اطلع الباحث على مجموعة من الدراسات والأبحاث التي تحدثت عن الشيخ الطاهر الزاوي وأهمها.

1) الندوة العلمية الأولى التي قامتها مؤسسة الشيخ الطاهر الزاوي للأعمال الخيرية بعنوان الشيخ الطاهر الزاوي حياته وآثاره (4، 5 ، أبريل 2012م).

2) الطاهر الزاوي ومنهجه في الفتوى محمد عبدالله الحارس، رسالة ماجستير غير منشورة جامعة السابع من أبريل سابقاً، إشراف د. عمر مولود عبدالحميد ،5،أبريل2009م.

غير أن هذه الدراسات والأبحاث بعضها تركز حول الإنتاج اللغوي والفقهي للشيخ؛ لكن هذه الدراسة

تغاير هذه الدراسات بالبحث في الجانب الدعوي في حياة الشيخ.

7.   خطة الدراسة

انقسمت الدراسة إلى مبحثين كل منهما تضمن مطلبين وهي على النحو الآتي:

المبحث الأول: ـ حياته وآثاره.

المطلب الأول: ـ حياته ـ اسمه ونسبه علمه وتعلمه وأخلاقه.

المطلب الثاني: ـ آثاره العلمية.

المبحث الثاني: ـ منهج الشيخ الطاهر الزاوي وجهوده في الدعوة إلى الله تعالى.

المطلب الأول: ـ منهج الشيخ الطاهر الدعوي.

المطلب الثاني: ـ جهوده في الدعوة إلى الله.

وختمت الدراسة بأبرز النتائج.

والله أسأل أن يكون خالصاً لوجهه الكريم ليس قالصاً

حياته وأخلاقه: ـ

اسمه ونسبه:

هو الطاهر بن أحمد بن علي بن عبد الله بن أحمد العكروت، عرفت عائلته بالعكروت أكثر من الزاوي، وأمه فاطمة بنت عبد الله بن عبد الرحمن بن عائشة يتصل نسبه من جهة أبيه إلى أمير الصالحين علي بن عبد الحميد العوسجي، ينتهي نسبه إلى قبيلة أولاد بو حميرة إحدى قبائل الأشراف. (الطوير، 3 ـ 4 أبريل 2012، ص135 وما بعدها).

ولد في قرية الحرشا سنة 1890 ـ وليس له إخوة من الذكور وله أختان هما منى ومباركة.

نشأ وترعرع في كنف والديه في بيت غلبت عليه العفة والحلال إلى جانب الاشتغال بالزراعة، بدأ مسيرة عمره بتعلم القرآن في جامع سيدي علي بن عبدالحميد بنفس القرية على يد أستاذه الفقيه محمد بن عمر الصالح

شأنه في ذلك شأن أبناء قريته مما يعكس تدين البيئة التي تربى بينها الداعية إلى الله تعالى الطاهر الزاوي وانعكست آثارها الإيجابية في تكوين شخصيته، وإصباغها الصبغة الدينية إلى جانب تعلمه القرآن بداية النهار في الجامع، وكان يساعد والده في أعماله باقي اليوم كانت عائلته من الذين عرفوا بالسمعة الطيبة، والصيت الحسن فقد كان والده من المشتغلين بتعلم القرآن، وحفظه إضافة فيما بعد إلى النضال الوطني ضد المستعمر التركي ثم الإيطالي.

علمه وتعليمه:

بدأ الشيخ تعلمه في قريته حيث حفظ القرآن في المسجد السابق الذكر، اتجه بعدها إلى زاوية بن شعيب فدرس فيها البدايات العامة للغة العربية، والعلوم الدينية، حيث قرأ مبادئ الفقه على يد الشيخين الطاهر بن عبد الرزاق البشتي، وأحمد بن حسين البشتي، وحضر الأجرومية على الشيخ الطيب بن عبد الرزاق البشتي. (الزاوي 890 ـ 1986م، فبراير1987، ص128.)

تعلمه في الأزهر :

بهمته العالية ونفسيته المشرأبة للعلم توجه للأزهر الشريف ليعب من أمواهه الشرقُ الدُفق ما ترتوي به روحه، وتمتلئ بفراثه أضالعه، وليكون بعد ذلك من أوعية العلم قادراً على التبليغ والعطاء، وكان سفره على مرحلتين :

الأولى : سنة 1912 عن طريق تونس حيث انتسب إلى رواق المغاربة، وتعلم مختلف العلوم في الأزهر الشريف، وتتلمذ على يد مجموعة من العلماء والفقهاء، فأخذ عن الشيخين محمود خطاب والشيخ يوسف الدجوي، وأما علم الأصول فأخذه على يد الدسوقي العربي، وأخذت هذه الفترة ثماني سنوات من عمره من سنة 1912 إلى أغسطس 1919. (الزاوي، ط3، 2006، ص9 وما بعدها.)

فنلاحظ من هذا التكوين الرصين للشيخ والبدايات القوية والأساسات المتينة التي انبنى عليها علم الشيخ. كما نلحظ أخذ الشيخ عن علماء بلده المهاجرين وهما الشيخ أحمد الشريف والشيخ علي الجهاني الذي يصفه

بأستاذه الفاضل قال وقد حضرت عليه الشرح الصغير على أقرب المسالك في الفقه وابن عقيل شرح ألفية ابن مالك في النحو وكان مثال الجد في الدرس والحرص على مصلحة الطلبة كذلك وسع مداركه بدروس أخرى في فنون مختلفة من علماء آخرين بيد أنه لم يقصر طاقته وملكاته على مجرد التحصيل العلمي أو النقلة بين حواشي الكتب القديمة وشروحها وحفظ فنون الفنون فحسب كما اعتاد زملاؤه في الدرس، وإنما كان يستشعر مع بعض الغيورين من الليبيين في ذلك الظرف التاريخي ـ ما كانت تعانيه بلاده من هجمة العدو وأفاعيله فوسع دائرة اهتماماته، وسخر قلمه وإمكاناته لفضح تلك الهجمة. (الزاوي، ص128).

ثم رجع إلى ليبيا واشترك في حركة الجهاد ضد الغزاة الإيطاليين من جديد من خلال معاصرته لحركة الجهاد 1919 إلى 1923ف، وأسندت إليه هيئة الإصلاح المركزية ـ حكومة المجاهدين ـ عدة مهام وطنية وسياسية كان من أبرزها المشاركة في الصلح بين سكان الجبل الغربي في نوفمبر سنة 1920، وثانيها دعوة إدريس السنوسي لزيارة مجاهدي طرابلس في يونيو 1922ف، ولكنه اعتذر ولم يجب الدعوة وثالثها دعوة قبائل الزنتان وأولاد بوسيف للاشتراك في جهاد الطليان يوليو 1923 وفي أوائل يناير سنة 1924 خرج من منطقة نفد جنوب مصراته حيث كانت حكومة المجاهدين في طريق الهجرة إلى مصر.(الزاوي، 2015، ص122 ـ 123).

الثانية : رجع للأزهر في سنة 1924 عاود الانتساب لتلك القلعة العلمية وواصل تحصيله العلمي الذي توجه بحصوله على الشهادة العالمية سنة 1938، اشتغل مدرساً في المدينة المنورة سنوات 55 ـ 56 ـ 1957، ثم عاد إلى مصر لمواصلة دوره العلمي.

بقى في مصر ثلاثاً وأربعين سنة من شهر مايو 1924 إلى شهر مايو 1967ف، ثم زار ليبيا خلال هذه الفترة مرتين لكن باعتباره مواطناً مصرياً وبعد 1969، أعيد له اعتباره وردت عليه جنسيته واسندت إليه وظيفة الافتاء الليبية.(الزاوي، ص10 ـ 11).

لم يقتصر وجود الشيخ الطاهر الزاوي في مصر على العلم والتجارة والعمل فحسب بل أثناء وجوده هناك

ارتبط ببعض المؤسسات الإسلامية والجمعيات الدعوية مثل جمعية الهداية الإسلامية التي كان يرأسها صديقه المهاجر العلامة التونسي محمد الخضر حسين، وجماعة الدفاع عن الإسلام التي ترأسها الشيخ محمد مصطفى المراغي، وجمعية الشبان المسلمين التي دعا إلى إنشائها صديقه السوري محب الدين الخطيب، وجمعية مكارم الأخلاق التي تولى تسييرها الأستاذ محمد صدقي.(جبران، 5 فبراير 2009، ص55).

وبعد حياة حافلة بالعلم والجهاد والدعوة إلى الله سبحانه فاضت روحه الطاهرة إلى بارئها يوم الأربعاء 22 جمادي الآخرة 1406 الموافق 5 مارس 1986 تغمده الله بواسع رحمته.

أخلاقه:

الأخلاق الحسنة أجمل ما يتحلى بها الداعية إلى الله تعالى، وهي أيسر طريق لقلوب الناس وهي من العوامل المهمة في جذب الناس إلى الداعية وتأثرهم به وقبولهم لدعوته فالناس مفطورون على محبة الفضائل والانجذاب إليها، والنفور من القبائح والابتعاد عنها، والداعية إلى الله تعالى أحوج ما يكون إلى التخلق والاتصاف بالأمور المحببة إلى قلوب الناس فضلاً عن أنها من واجبات المسلم.

والداعية الشيخ الطاهر الزاوي كان علماً في الأخلاق كل من عرفه أو كتب عنه وصفه بأحسن الأوصاف ونعته بأحسن الأخلاق، فمع أنه كان متديناً من أسرة مدينة إلا أنه أدرك لن يكون لجهوده الدعوية صدى ما لم تتحصن بالأخلاق، لأن الناس إذا لاحظوا من الداعية سوءاً في أخلاقه تبرموا منه، ونفروا من دعوته، خوفاً من تضررهم بأخلاقه السيئة، فالداعية إذا حسنت أخلاقه كثر مصافوه، وقل معادوه، فتسهلت عليه الأمور الصعاب ولانت له القلوب الغضاب.

اتصف الشيخ الداعية الطاهر الزاوي بجميل صفات الأخلاق التي أضفت على حياته ونتاجه القبول ولنفوس المدعوين كامل التأثير وسنقف مع خلقين عظيمين كان لهما كبير الأثر وجميله في نفوس الناس.

1. الصبر

عرف الشيخ الطاهر الزاوي بأنه كان صابراً محتسباً منذ نعومة أظفاره وجلوسه بين شيوخه إلى سفره

وغربته، وصبره في مثابرته وسيره في طريق دعوته علماً وجهاداً وتمثل الصبر عند الشيخ حينما ايقن بأنه يقوم

على حقيقتين:

الأولى: تتعلق بطبيعة الحياة الدنيا بأن الله جعلها دار امتحان وتمحص، وقد أدرك ذلك رُسل الله عليهم

الصلاة والسلام فها هو سليمان عليه السلام يقول قَالَ ﴿ هَذَا مِن فَضْلِ رَبِّي لِيَبْلُوَنِي أَأَشْكُرُ أَمْ أَكْفُرُ وَمَن شَكَرَ

فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَن كَفَرَ فَإِنَّ رَبِّي غَنِيٌّ كَرِيمٌ﴾ سورة النمل، الآية 40، فعلم أن الحياة ليس كلاماً يكتب أو أقوالاً

توجه إنها الآلام التي تقتحم نفس الإنسان وجسده ومشاعره.

الثانية: تتعلق بطبيعة الإيمان وهو صلة بين العبد وربه ولابد أن تخضع هذه الصلة للابتلاء الذي يمحصها حتى

تظهر حقيقتها، متمثلاً في ذلك قول الله تعالى: ﴿أَحَسِبَ النَّاسُ أَن يُتْرَكُوا أَن يَقُولُوا آمَنَّا وَهُمْ لَا يُفْتَنُونَ وَلَقَدْ

فَتَنَّا الَّذِينَ مِن قَبْلِهِمْ فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلَيَعْلَمَنَّ الْكَاذِبِينَ﴾ سورة العنكبوت، الآية 1 - 3 **(من فقه الدعوة:**

أساليب الدعوة والإرشاد: محمد أمين حسن محمد بن عامر، جامعة اليرموك، 1999، (ب، ط) ص، 207).

فكان صبوراً قوي العزيمة ما تردد في الادلاء بكلمة تناصر حقاً، ولا انحاز إلى رأي يشايع باطلاً، ولا

تأخذه في الحق لومة لائم مهما كلفه التمسك بهذا المبدأ من تضحيات، يظهر ذلك جلياً من خلال ما أثير عنه،

وما كان يوصي به أبناءه وأحفاده قائلاً ((احفظ عني ثلاثاً، ولا تحدّ عنها: أن تأكل بعز ما قدر لماضغيك أن

يمضغاه وإحناء الرأس لغير الخالق سلوك مشين يتنافى وحرمة الرجال، وأن الدين اتباع وليس اقتراع.**(شخصية**

الشيخ الطاهر الزاوي من أفواه معاصرة، الطيب علي الشريف، العربي سالم الشريف، الشيخ الطاهر الزاوي

(حياته وآثاره) أعمال الندوة العلمية الأولى أبريل 2012، ص294 ـ 295).

خلال مسيرة الشيخ الدعوية أدرك أهمية الصبر في دعوته لدين الله تعالى وذلك:

- من أجل تذليل العقبات التي تعترضه فطريق الدعوة مليء بالأشواك.
- الدعوة حق والحق يحتاج إلى الصبر فالله تعالى يقول ﴿وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ﴾ العصر[3].

– الوقوف أمام المحن والشدائد التي يتعرض لها يحتاج إلى الصبر.

– ما ترسخ عنده أن سنن الله الكونية التي رسمها للدعاة تحتاج إلى الصبر.

2. التواضع يقول عنه هاشم بن المهدي الشريف الوداني كان الشيخ الطاهر رحمه الله مثالاً للعالم المتواضع فلم يدع لعمله الكمال، **(جهود العلامة الشيخ المجاهد الطاهر الزاوي في الحفاظ على التاريخ وإحياء التراث، مجلة محلية الدعوة الإسلامية، العدد 18، 2001، ص128).** الداعية يخالط الناس ويدعوهم إلى الحق وإلى الأخلاق الإسلامية، ومن طبيعة الناس أنهم لا يقبلون قول من يعظم نفسه ويحقرهم، ويرفع نفسه ويضعهم، وإن كان ما يقوله حقاً، ومن تواضع الداعية أن يجالس كل طبقات المجتمع، (الشيخ، 2001، ص183.) على هذا كان تواضع شيخنا الزاوي يجامل الناس ويجبر خواطرهم ويسمع منهم، ومن طريف ما رواه أحد أحفاده في هذا الشأن أنه قال ذهبت معه لزيارة صديق له كفيف البصر، فناداه الشيخ باسمه، نخرج إلينا ويده غير نظيفة نخجل أن يصافح بها الشيخ وهي على هذه الحالة فقال له الشيخ هات يدك المباركة أصافحها فقال له الكفيف معتذراً يدي وسخة فرد الشيخ هاتها فهي خير من يدي وصافحه ولم يتأفف.

ومن سمات هذا التواضع أنه كان لا يجد غضاضة في الجلوس على الأرض بجانب راعي الغنم أو مزارع بسيط يحادثه، ويفاكهه، ويتبسط معه في الكلام، حتى لا تشعر بأن بينهما فرقاً، فقد زار أحد الرعاة في البادية وعندما رأه الراعي مقبلاً نحوه هرع لإحضار فراش له، غير أن الشيخ سوى الأرض بيديه وجلس طالباً مضيفه الجلوس بجانبه.(الشريف ص295 ـ 296.)

فهو على كثرة تأليفه ووفرة تصانيفه يخاز إلى جانب التواضع المحمود والتخفيض المستملح، وينأى عن مظاهر التشامخ والتعالي، فلا تراه كبعض المغرورين من المؤلفين والمحققين يغالي في تفخيم الذات وتمجيدها، أو يفرط في إعلاء جهوده .... وهذا التواضع الذي عرف به الشيخ الطاهر الزاوي لم يكن مقصوراً على الجانب العلمي الملحوظ في كتبه وآثاره العلمية والقلمية فحسب، بل تعداه إلى الجانب العملي في حياته، وواقعه المعيش، فقد عرف الشيخ الزاوي عند عارفيه بنعومة المعاملة وصدق الوفاء. (جبران، أبريل 2012، ص414 ـ

.(415)

وأخلاق الشيخ الزاوي أجل من أن تحصى وهي كثيرة رأيت أن اقتصر على هذين الخلقين لما لهما كما ذكرت من أثر، ولا أدل على أخلاقه الحسنة من أن الله تعالى أعطاه القبول في كل ما كتب وألف، ومازالت آثاره تجد صداها إلى يومنا هذا.

المطلب الثاني: آثاره العلمية:

لقد ترك الشيخ الطاهر الزاوي ثروة عظيمة من التأليف والتصنيف، كان حصيلة سنوات الاجتهاد والتعلم، وهذه المؤلفات متنوعة بين تأليف وتحقيق ومخطوط.

- في مجال التأليف.

- جهاد الأبطال في طرابلس الغرب.

- الكتّاب الأبيض في وحدة طرابلس.

3. عمر المختار، ولهذا الكتاب قصة ذكرها الشيخ بنفسه في كتابه جهاد الأبطال وهي على النحو الآتي: واضطررت بسبب الحاجة إلى الاشتغال بالتجارة، فلم أوفق فيها، وفي هذه المدة أثناء وجودي بالقاهرة، كتبت كتاب عمر المختار ونظراً لنفوذ السامية الإيطالية في مصر وقعته باسم مستعار (محمد محمود) وقام بطبعه السيد عبد العزيز الحلبي، ولما اطلع عليه إدريس السنوسي، رفع علي وعلى السيد عبد العزيز الحلبي دعوى في النيابة بصفتي مؤلفاً وبصفة الحلبي ناشراً، ودعيت إلى النيابة واعترفت بنسبة الكتاب إلى، وبوساطة السيد الحلبي رفضت الدعوى.

4. تاريخ الفتح العربي لليبيا.

5. ترتيب القاموس المحيط على طريقة المصباح المنير، وأساس البلاغة.

6. مختار القاموس، مرتب على طريقة مختار الصحاح والمصباح المنير.

7. أعلام ليبيا.

8. ولاة طرابلس من بداية الفتح العربي إلى نهاية العهد التركي.

9. معجم البلدان الليبية.

10. مجموعة فتاوي.

11. جهاد الليبيين في دار الهجرة.

2 ـ في مجال التحقيق

1. التذكار فيمن ملك طرابلس وما كان بها من أخبار، تأليف أبي عبد الله محمد بن خليل بن غلبون الطرابلسي نشرته دار المدار الإسلامي الطبعة الأولى 2004.

2. الكشكول: تأليف بهاء الدين العاملي نشرته دار إحياء الكتب العلمية.

3. المنهل العذب في تاريخ طرابلس الغرب تأليف أحمد النائب الأنصاري نشرته دار داروف المحدودة الطبعة الأولى 1984.

4. النهاية في غريب الحديث والأثر: تأليف أبي السعادات مجد الدين المبارك بن أبي الكرم محمد بن عبد الكريم بن عبد الواحد الشيباني المعروف بابن الأثير الجزري نشرته دار المكتبة العلمية بيروت الطبعة الأولى 1979م.

5. من الأدب الليبي ديون البهلول نشرته مكتبة القاهرة الحديثة سنة 2005.

6. الضوء المنير المقتبس في مذهب الإمام مالك بن أنس: تأليف محمد الفطيسي نشرته دار التراث العربي الطبعة الأولى 1986 م.

7. منظور الفروض في الكلمات التي تنطق بالظاء، والضاد، نشرته دار الفتح العربي، بيروت الطبعة الأولى

1984م.

8. الدرر المثبتة في الغرر المثلثة، الفيروز آبادي، نشرته دار المدار الإسلامي.

9. مثلثات قطرب: نظم الأستاذ الأزهري.

ثالثاً : المخطوطات

1) تاريخ الزاوية.

2) يوميات الشيخ الطاهر الزاوي. (ينظر: الكوشلي، 2012، ص157 وما بعدها.)

مما سبق نستنتج الآتي:

1 ـ تنوع آثار الشيخ الطاهر الزاوي العلمية، إذ أنه كتب في علوم شتى.

2 ـ إتقانه لفن التحقيق والترتيب.

3 ـ الجانب اللغوي والتاريخي تكاد تكون السمة البارزة والمهمة في هذه المؤلفات.

4 ـ على الرغم من أن هذه الثروة الهائلة مطبوعة إلا أن كنوزاً ودرراً ما زالت لم تر النور بعد.

رابعاً : ـ التقارير والوثائق والمقالات

– نبذة عن أعمال إيطاليا في طرابلس الغرب وصدر باسم مستعار عبد الحميد محمود.

– تقرير بشأن القضية الطرابلسية وما يتصل بها من أعمال الانجليز في طرابلس رفعته اللجنة الطرابلسية بالقاهرة إلى جامعة الدول العربية، والهيئات الإسلامية اشترك في إعداده مع أعضاء الهيئة التنفيذية للجنة 1946 ويحتوي على 31 صفحة.

– قام بكتابة العديد من المقالات السياسية ونشرت في الصحف المصرية وكلها في الدفاع عن القضية الليبية

واشترك في اللجنة الطرابلسية التي تضم العديد من المهاجرين الليبيين برئاسة المجاهد أحمد السويحلي، وكان هو المحرك الرئيس لما تقوم به من أعمال، وهو الذي كان يقوم بكتابة كل ما تقوم به اللجنة من مطبوعات(المرجع السابق، ص161).

المبحث الثاني : منهج الشيخ الزاوي وجهوده في الدعوة

المستقريء لنتائج الشيخ الداعية الطاهر الزاوي يجده لم يتخذ منهجاً واحداً في دعوته لدين الله سبحانه وتعالى لكنه نهج منهجاً دعوياً مستمداً من كتاب الله تعالى، ومن سنة النبي ﷺ ومن تطبيقات الصحابة والتابعين، والأئمة المتبوعين والعلماء العاملين.

لقد أدرك الشيخ الداعية الطاهر الزاوي أنه يتعامل مع بشر يعيش في دنيا لها جواذب ونفس لها شهوات لذلك كان عليه أن يعرف مداخل وأبواب نفوس المدعوين، ثم إن خطابه الدعوى كان موجهاً إلى أبناء بلده الذين مازالوا تحت ربقة الاستدمار وما خلفه من جهل متقع وتخلف مقنن كان على الشيخ أن يتعامل مع هكذا وضع، حتى مع انتهاء فترة الاستدمار الإيطالي مازالت البيئة الليبية تعاني كثيراً من الجهل بأمور الدين يبدو ذلك من كثرة الأسئلة التي وردت إلى فضيلته يوم كان مفتيا والتي سنعرض بعض منها لنعرف كم من الجهل بأمور الدين كان فاشياً ومنتشراً.

ويمكن أن نستخلص أبرز المناهج التي سار عليها الشيخ في دعوته :

1) إعتماده منهج الأصلين ((الكتاب والسنة)) في الدعوة.

يعتمد الشيخ سواء في فتاويه أو غيرها على الكتاب والسنة في الوقت الذي لم يغفل فيه عن أقوال الصحابة، والأئمة المجتهدين السائرين على منهج رسول الله ﷺ يقول في كتابه مجموعة فتاوي ((وقد بذلت جهدي

فيما كتبته للوصول إلى الحق، وتحري الأقوال المعتمدة على الدليل من كتاب الله، أو سنة رسول الله ﷺ والموافقة لما درج عليه أصحاب رسول الله ﷺ وأئمة المسلمين(الفرجاني، 2012 م، ص.325).

فكان الشيخ رحمه الله يمتثل قول الله عز وجل ﴿ قُلْ هَذِهِ سَبِيلِي أَدْعُو إِلَى اللّهِ عَلَى بَصِيرَةٍ﴾ (سورة يوسف، الآية 108).

قال ابن كثير ((أي طريقته وسنته، وهي الدعوة إلى شهادة أن لا إله إلا الله وحده لا شريك له، يدعو إلى الله بها على بصيرة من ذلك ويقين وبرهان هو كل من اتبعه يدعو إلى ما دعا إليه رسول الله ﷺ على بصيرة ويقين وبرهان عقلي وشرعي(ابن كثير، ط1، ج4، ص362)،.

ولا يأتي كل هذا إلا إذا كان مستمداً من كلام الله وكلام رسول الله ﷺ جاء في التحرير والتنوير ((وفي الآية دلالة على أن أصحاب النبي ﷺ والمؤمنين الذين آمنوا به مأمورين بأن يدعوا إلى الإيمان بما يستطيعون، وقد قاموا بذلك بوسائل بث القرآن وأركان الإسلام والجهاد في سبيل الله)))(بن عاشور، 1984م، ج 13، ص66.).

2 ـ إعتماده المنهج العاطفي

هو النظام الدعوي الذي يرتكز على القلب ويحرك الشعور والوجدان ((وهو مجموعة الأساليب الدعوية التي ترتكز على القلب وتحرك الشعور والوجدان)). (الشريف، ص287.)

الشيخ الطاهر استخدم المنهج العاطفي خاصة مع أسرته ومحيطه، فكان يحرص مع كثرة اشغاله على صلة أقاربه ودعوتهم وتوجيههم سواء أكانت دعوة مباشرة أو بالقدوة، ولم تقتصر هذه الصلة على أفراد الأسرة الأدنين، بل تعدتها إلى جميع الأقارب رجالاً ونساءً، ولم يقف بُعد المسافة، ولا المشاغل الوظيفية والعملية حائلاً يينه وبين القيام بهذا الواجب الذي اتسم بالمداومة والود والمحافظة على أواصر القربى حتى آخر حياته، فمن ذلك أنه كان يتفقد قريبات له في مناطق الحرشة، وسبان، وطرابلس وغيرها فيجالسهن، ويطمئن على

أخبارهن ويختم جلسته معهن بأداء ما يعينهن على أعباء الحياة. (الشريف، ص287.)

من أبرز أساليب المنهج العاطفي والتي استخدمها الشيخ في دعوته، إظهار الرأفة والرحمة بالمدعوين ويكون بكلمة طيبة مؤثرة مثل المناداة بكلمة ((يا أبت، ويابني وقول الداعي للمدعو أني أحبك، وأخشى عليه وما إلى ذلك)) أو بمشاركة وجدانية في موقف، أو بمساعدة شخصية في أزمة وهكذا قال تعالى : ﴿ فَبِمَا رَحْمَةٍ مِنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ﴾ (سورة آل عمران، الآية 159). (البيانوني، 205.)، والآن لننتقل إلى معايشة الواقع في حياة الشيخ لننظر تطبيقات هذا الأسلوب من النهج العاطفي فقد كانت تربطه علاقة خاصة بحفيده أحمد الهادي الذي كان يعامله معاملة الصديق على الرغم من الفارق الكبير في السن بينهما ..... ولم يقف الأمر عند ذلك، بل إن الشيخ كان يُسِرّ أحياناً لحفيده ببعض همومه ومشاعره ومن مظاهر تلك العلاقة الوطيدة بينهما أيضاً، أن الحفيد كان يستشير الشيخ فيما تعسر عليه من أمور تخص علاقته الأسرية أو غيرها، فعندما يحزن الحفيد أمر أو تعرض له مشكلة يفزع إلى الجد طالباً المشورة، فيستمع إله الجد بعناية ولا يظهر له رفضه للموضوع، بل يوجهه للحل الأمثل، محاولاً إفادته من خلاصة تجربته الطويلة مع الحياة، وكثيراً ما كانت نصائح الجد وتوجيهاته تجد قبولاً عند الحفيد، فيؤجل ما كان اعتزم القيام به، أو ينصرف عنه بالمرة. (الشريف، ص287 ـ 288.)

نستنتج مما سبق براعة الداعية الشيخ الزاوي في استمالة المدعو (الحفيد) وحرك عواطفه، والآن له الجانب حتى جعله يبوح بمكنونات نفسه ولاشك أن توجيهات الشيخ كان من منطلق شرعي، فقرب الداعية المدعو كان الأنسب في استعماله المنهج العاطفي. أيضاً أساليب المنهج العاطفي الذي استخدمه الشيخ الزاوي قضاء الحاجات، وتقديم المساعدات وتأمين الخدمات، ويتنوع هذا الأسلوب بتنوع الحاجات المطلوبة، والمساعدات المقدسة مادية كانت أو معنوية قليلة أو كثيرة(البيانوني، ، ص205).

مما أثرعنه أنه قام بتخصيص مبلغ من مرتبه كل شهر لإعانة الفقراء والمحتاجين في قريته وخارجها،

فقد كان يعد قوائم بأسمائهم مسمياً هذا المبلغ عليهم بحسب حاجتهم، ثم يقوم بتوزيعها بنفسه أو بتكليف أحد أفراد الأسرة بذلك مع الالحاح بتوصيتهم بأن يتم هذا الأمر في سرية تامة، حفاظاً على مشاعر المحتاجين ويتضاعف هذا المبلغ في الاعياد والمناسبات الدينية.(الشريف ، ص297.)

ولقد أجاد الشيخ وأفاد في تطبيقه للمنهج العاطفي يقول أبو الفتح البيانوني في مواطن استعمال المنهج العاطفي ...... يستعمل في دعوة الأباء للابناء، ودعوة الابناء للاباء ودعوة الأقارب والأرحام والأصدقاء فيما بينهم (البيانوني، ص206).

3 ـ إعتماده منهج أسلوب المجادلة وهي ((عبارة عن دفع المرء خصمه عن فساد قوله بحجة أو شبهه)) ...... فالجدل الذي يهدف إلى إحقاق الحق ونصرته ويكون بأسلوب صحيح مناسب ويؤدي إلى خير فهو الجدل المحمود(المرجع السابق، ص263 ـ 264.)

فالشيخ كثيراً ما نجده يطرح بعض القضايا الدينية للنقاش، وهو يستمع باهتمام كبير لكل الآراء حول هذه القضية ويناقشها مناقشة علمية دقيقة، كما يقبل الرآي الأخر ولا يجد غضاضه عن رآي كان قد اعتمده من قبل، فقد حدث خلاف بينه وبين بعض مشايخ القرية حول تقدير زكاة الفطر في أحد الأعوام، وعند بلوغ الجدل مداه حول هذه المسألة طلب الشيخ اللجوء إلى الوسائل العصرية لتحديد الوزن بدقة ولما أظهر الميزان رجاحة رأي مخالفيه أقر بذلك راضياً ولم يبد أي أعتراض. (الشريف، ص 801 ـ 302.)

4 ـ إعتماده منهج التيسير ورفع الحرج قال الله تعالى : ﴿ هُوَ اجْتَبَاكُمْ وَمَا جَعَلَ عَلَيْكُمْ فِي الدِّينِ مِنْ حَرَجٍ ﴾ سورة الحج : الآية 78.فكان الداعية الزاوي يلتزم في فتواه منهج النبي ﷺ في التيسير ورفع المشقة بقول النبي ﷺ (يسروا ولا تعسروا وبشروا ولا تنفروا) يقول الشيخ في أحد فتاويه ((ومما يستأنس به الجواز التعدد أن القول به لا يترتب عليه ظلم لأحد، ولا منع حق عن صاحبه وإنما المقصود البحث عن وجه يسهل أداء هذه العبادة لأكبر عدد ممكن من الناس في يسير)) يقول ((ونحب أن نقول إن الأخذ بالأيسر من المذاهب في

مثل هذه الأمور التي لا يترتب عليها ظلم لأحد، ولا ضياع حق أفضل من الأخذ بالأشد وهو يعلل سبب أخذه بالتيسير، فيرى أنه إذا كان في التيسير تحايل على شرع الله أو فيه ضرر لأحد فإنه يجانبه.

وخصوصاً إذا استند إلسر إلى سنة، أو على قول إمام من أئمة المسلمين ..... وخصوصاً إذا وجدت مقتضيات التيسير .... وفي مثل هذا التيسير تتجلى سماحة الإسلام التي كان له ... السبق على جميع الأديان)) (الزريقي، ص53.)

ونخلص مما سبق أن الشيخ الطاهر كان مسلكه الأخذ بمنهج التيسير ورفع الحرج إذا وجد مسوغ شرعي فالتشدد ينافي الفطر البشرية، كما أن التشدد يجيده كل أحد وإنما حمل الناس على الأيسر هو الأرجى في قبول دعوة الداعي وليت دعاة إلوم ينتهجون نهج الشيخ الزاوي في دعوة الناس بإلسر والتيسير لا الشدة والتعسيف.

المبحث الثاني : منهج الشيخ الطاهر الزاوي وجهوده في الدعوة

المطلب الثاني : ـ جهوده في الدعوة إلى الله تعالى :

خلال مسيرة الشيخ الدعوية بذل خلالها جهوداً مباركة في الدعوة إلى الله تعالى حسب طاقته وما توفر عنده من وسائل وأسإلب، وما أتاحت له الظروف والوقائع وفي هذا المطلب سنتعرف على أبرز الجهود الدعوية التي قام بها الشيخ.

1. جهوده في علاج العقيدة

مرت ليبيا خلال القرن الماضي بفترة صعبة جثم عليها الاستخراب الإيطإلى ردحا من الزمن ترتب على ذلك فشو الجهل في كثير من الأوساط الليبية، ومن أخطر مخلفات هذا الجهل هو الجهل بالعقيدة، وكما هو معلوم فإن العقيدة هي الركن الركين والأساس المتين الذي يقوم عليه صرح الدين الإسلامي، وهي أساس العمل، وما سواها من الأعمال مبني عليها ولذلك فإن صلاح الأعمال رهين بحسن الاعتقاد.

واطلاقاً من دور العقيدة المهم في عملية الإصلاح فإن المنهج الإسلامي في مواجهة الجاهلية الأولى بانحرافاتها وعاداتها وسلوكياتها وتقإليدها بدأ في إصلاح العقيدة وتمكينها في قلوب الناس، ولم يبدأ في مواجهة أو معالجة تقإليد الجاهلية وسلوكياتها لإنها إنما تقوم على جذور اعتقادية فاسدة .... وإنما بدأ باجتثات التصور الجاهلي الاعتقادي جملة من جذوره وإقامة التصور الإسلامي الصحيح(يوسف، 2002، ص137 ـ 138.).

ومن هذا المنطلق وعلى هذا الساس اتجه الشيخ الزاوي إلى تصحيح بعض العقائد الفاسدة التي كانت رائجة في المجتمع الليبي وقتئذ، وأبرز تلك العقائد التي كانت سائدة تعلق بعض الناس بالأموات، وزيارتهم قصد النفع والضر منهم ـ وإن كانوا معذورين بجهلهم إن شاء الله ـ إلا أن الواجب الدعوي حتم على الشيخ تبيين العقيدة الصحيحة في أن هؤلاء الأموات لا ينفعون ولا يضرون ولا يملكون موتاً ولا حياة ولا نشوراً.

جاء في كتاب الشيخ ((مجموعة فتاوي)) ما ملخصه وهو يتحدث عن زيارة القبور وآدابها والحكمة من زيارتها وما ينفع الميت وما لا ينفعه يتحدث عن واقع زمانه وما انتشر فيه من إخلال بآداب الزيارة وما أحدث الناس من بدع، وما طرأ على عقائدهم من فساد يقول :

ومن الأسف أن الحال انقلبت، فلم تعد زيارة القبور للاتعاظ ولا لتذكر الموت بل أصبحت ميادين للاحتفال والسمر، وللأكل والشرب، وذبح الذبائح والميت عندها والسهر بالذكر وضرب الدفوف والتغني بالألحان وتطريب الأصوات، وتركت جميع الآداب التي جاءت بها سنة النبي ﷺ وأصبحت فوضى لا تتفق

مع حرمة المقابر ولا مع ما جاء في الشريعة الإسلامية من آداب زيارة القبور، وكثيراً ما يقع في مثل هذه الفوضى ما لا يتفق مع عقيدة التوحيد ولا مع الآداب الإسلامية وبعد أن كانت زيارة القبور سبباً للعظة والاعتبار أصبحت سبباً في عدة مفاسد اخترعها الجهال، وسكت عنها أهل العلم، فأصبحت في اعتقاد كثير من العامة عبادة يؤجر عليها، ويعد تاركها مقصراً.

من هذه المفاسد المبيت في المقابر وفي أضرحة الأولياء، وإيقاد الأنوار بالشمع ومصابيح الكهرباء، وقد نهى النبي ﷺ عن هذا بقوله ((لعن الله زائرات القبور والمتخذين عليها المساجد والسرج **(رواه الترمذي، كتاب : أبواب الصلاة، باب : كراهية أن يتخذ المسجد قبراً، الجامع الصحيح سنن الترمذي محمد بن عيسى أبو عيسى الترمذي، دار إحياء التراث العربي، بيروت، تح : أحمد محمد شاكر، وآخرين، ج2، ص136 ـ 320.).**

..... قال العلماء كل ما لعن رسول الله فهو من الكبائر وما جعل العامة يتأثرون بالأضرحة والاهتمام بها، ووضع التوابيت عليها، وكسوتها بالقسور والأعلام، وتطبيقها بالبخور وإنارتها بالشموع والكهرباء، وفعل الخدام لها ليقوموا بتنظيفها، وغير ذلك ما جعل لها هيبة خاصة في نفوس العامة تجعلهم يعتقدون أن صاحب القبر ينفعهم ويقربهم إلى الله، فيطلبون منه قضاء بعض حوائجهم وينسون أن يطلبوا من الله. (الزريقي، ص65 ـ 66.).

ثم يتحدث داعيتنا الشيخ الزاوي عما شاهده وعاينه بنفسه من فساد عقائد بعض الليبيين يقول : ((وقد شاهدنا كثيراً من العامة من يحلف بالله حانثاً ولا يبالى، ولا يحلف بصاحب القبر حانثاً وهذا يدل على ما لصاحب القبر في قلبه من الهيبة تجعله يمتنع من الحلف به حانثاً مخافة أن يضره بشيء، ولكنه يحلف بالله حانثاً لأنه لا يخافه، ولاشك أن هذا قلل في العقيدة. (الزريقي، ص66).

ثم يقدم الشيخ العلاج لتسرب مثل هذه العقائد في عقول وقلوب بعض الناس :

ولو تركت الأضرحة وشأنها، واعتبرت مقابر كيفية المقابر، ولم يحيطوها بهذه الأبهة والزخارف التي

تأثرت بها عقول العامة، ولما تسربت هذه العقائد الفاسدة إلى عقول كثير من الناس، حتى أصبحت عقائدهم مشكوكاً فيها. (الزريقي، ص67)

قلت وليت الشيخ الطاهر كان حاضراً في زماننا ورأي بعض الجهلة الذين نصبوا أنفسهم أوصياء على الدين وحراساً للعقيدة وخداماً للتوحيد ـ زوراً وبهتاناً، كيف اقتلعوا مقابر المسلمين وهدموا بعض الأضرحة بطريق التفخيخ والتفجير في مخالفة لحرمة الأموات وأفسدوا من حيث أرادوا الإصلاح، فزاد تعلق بعض العوام بالأضرحة ونسجوا حولها الشائعات في دفاع أصحابها عنها، فزادوا ضلالاً في عقائد الناس.

2 ـ جهود في إصلاح بعض العادات والتقاليد:

في زمن الشيخ كانت هناك بعض العادات المترسخة في المجتمع الليبي والتي كانت تخالف الشريعة اسلامية، فانبرى لها الشيخ وبين عوارها وفسادها ألا وهي مسألة الوقف على الذكور دون الإناث.

فبالاضافة إلى كون الوقف على الذكور دون الإناث مخالف لنصوص الشرع فهو باب من أبواب العداوات بين الأخوة والأخوات، وهو من الظلم المحرم، ليزول بذلك ما تعانيه المرأة الليبية وبين أن هذا من عادات الجاهلية يقول عن هذا الوقف :

هذه المشكلة ـ مشكلة الوقف على البنين دون البنات ـ من مشاكل الساعة القائمة في المجتمع الليبي والتي تحتاج إلى حل سريع يستمد أدلته من كتاب الله وسنة رسول اللهﷺ ومن الراجح من أقوال الصحابة وأئمة المذاهب وعلماء المسلمين.

يطالب الشيخ بإبطال هذا النوع من الوقف وبصفة بعادة الجاهلية ويمنعه في المستقبل.

3 ـ جهوده في بناء المساجد والمدارس

كانت همة الشيخ عالية في الدعوة إلى الله ولما للمساجد من دور في تغيير أحوال الإنسان من شقاء إلى سعادة ومن ضيق إلى رفاء، والمساجد تعالج القلوب، حيث تجعلها رقيقة ومجلوة من الصدأ والذنوب والآثام، وهذه البقاع من الأرض تنزل فيها الرحمات وترفرف فيها الملائكة بأجنحتها وأماكن المنافسة في الخيرات وتعلم علوم الدين والدين لهذه الاعتبارات وغيرها اتجهت جهود الشيخ إلى دعوة الخيرين إلى بناء المساجد وترميم القديم منها.

فقد عرف عنه أنه كان من أكبر المتحمسين والدعاة لإنشاء دور العلم من مدارس قرآمية ورسمية ومساجد وغيرها، فقد أثر عنه أنه أول من شجع على تجديد المدارس القرآنية، والمساجد بجامع سيدي علي الأمير بالحرشه، وأول من أنشأ مدرسة نظامية لها، وفي مناسبة أخرى سعى الشيخ إلى توفير مبالغ مالة لا يستهان بها لبناء جامع الكامدة بالحرشة أيضاً، كما ألزم صديقه محمد بن يوسف، وهو من أثرياء القرية، بأن يتكفل بتوفير الأبواب والشبابيك، مع حرصه على متابعة مراحل البناء من وقت لأخر، ولم يتوقف الأمر على هذا الجامع بل تعداه إلى جوامع أخرى كثيرة(الشريف، ص300 ـ 301.)

4 ـ جهوده في الصدع بالحق

تولى الشيخ الطاهر مهمة رئاسة الافتاء في ليبيا بعد أحداث 1969، غير أن العلاقة بينه وبين السلطة لم تدوم مودتها طويلاً، فعُرِف عن الشيخ صدعه بالحق في مواجهة ما كان يصدر عن السلطة مخالفاً لأحكام الله سبحانه وتعالى يقول عنه محمد مسعود جبران :

فقد كان يناهض السلطة في كثير من الاجتهادات الخاطئة التي تنابذ الشريعة الإسلامية وتنادي باستحلال الحريات، ووقف من ذلك موقف المؤمن بحريات الله في الإذاعتين المسموعة والمرئية كما ... له

الفرصة لإبداء الرأي، وفي الصحافة وفي كتابه ((الفتاوي)) با أني رأيت له مواقف جريئة وتعليقات صريحة كان يلقيها رحمه الله يعد شعائر صلاة الجمعة في جامع سيدي نصر .... وكانت تصل إلى الشيخ الطاهر الزاوي من نظام الاستخبارات .... الظالمة تحذيرات وتنبيهات، بل تهديدات بالإقالة إذا لم يكتف عن قول ما كان يمس النظام ... قول قائد وأفعاله، وألزم ... يترك دار الإفتاء ولزوم بيته، فانتصر إلى ما كان يأكله ماضغاه يعز، وكان يرسل القول إلى كافري النعمة تصريحاً وتلويحاً ((يشرفني أن أترك هذا المنصب وأعود من جديد إلى مصر لأكل بكرامة الكشري والطعمية، وألا أخضع لظلم الظالمين)). (ينظر : الطوير، ص417 ـ 418 يتصرف).

ومن القضايا التي صدع فيها الداعية الزاوي بالحق مسألة الفوائد الربوية في المصارف فقد عارضها بقوة، ولم يحاول يجد المبررات ولا انتقاء الكلمات ـ ولو أراد ذلك ما اعياه فهو المفوه البليغ، لكنه صدع بحرتها وحرض على عدم التعامل بها يقول الشيخ: (إن مسألة التعامل مع المصارف مما عمت به البلوى في البلاد الإسلامية، وقد اشتدت الحاجة إليها حتى اصبحت حياة الناس الاقتصادية مربوطة بها كل الارتباط، خصوصاً الأعمال الكبيرة التي تحتاج إلى المال الكثير).

وقد درجت المصارف في البلاد الإسلامية غيرها، مع معاملاتها مع الناس، أن تعطي أكثر مما تأخذوتأخذ أكثر مما تعطي.

ولم يوجد في شريعة الإسلام ما يبرر أخذ هذه الزيادة لظهور الربا في جميع صورها، وصراحة النصوص الشرعية في تحريم أخذ أي زيادة قليلة كانت أو كثيرة لأنها ربا، والربا محرّم بالكتاب والسنة والإجماع ... ثم يقول مما تقدم نفهم أن ما تعطيه المصارف من أموالها، أو تأخذ من أموال المودعين بنسبة مئوية هو من الربا ولاشك، لأنه زيادة وداخل في الربا الفضل، والربا تحرّم قليله وكثيره ولاشك ..... وما يشيعه الناس من أن ما تأخذه المصارف إنما هو في مقابله ما تقدمه من خدمات للمقترضين، هو تأويلات لا

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تبيح الربا، وتحايل على أكل أموال الناس بالباطل وطريق لإباحة الربا (**الطوير : ص 208 ـ 215 يتصرف.**)

ختاماً أقول لعله من أبرز جهود الشيخ الطاهر الزاوي في الدعوة كان في مجال تأليف الكتب والتي أشرت إلها سابقاً فما تركه من كنز مكنون في بطون هذه المؤلفات يمثل خير جهد في الدعوة إلى الله تعالى .

جزى الله الشيخ الطاهر خير الجزاء وجعل كل ما قدم في ميزان حسناته.

الخاتمة

في نهاية هذه الدراسة حول الشيخ الطاهر الزاوي جهوده في الدعوة إلى الله تم التوصل لأهم النتائج :

1. الشيخ الطاهر الزاوي من الشخصيات الدعوية المهمة في تاريخ ليبيا.

2. النتاج العلمي الذي تركه الشيخ الزاوي إرث عظيم الفائدة جمع علوم الدين ومن بينها الدعوة إلى الله تعالى.

3. شخصية الشيخ الزاوي شخصية مميزة خلقياً وفكرياً ودعوياً.

4. تنوع المناهج الدعوية التي سلكها الشيخ في سيرته.

5. المنهج العاطفي هو الأبرز في حياة الشيخ الدعوية.

6. الملكة الفكرية لدى الشيخ الزاوي ملكه إثراء وعطاء في مجالات العلوم الإسلامية المختلفة.

7. قام الشيخ الزاوي بواجب الدعوة خير قيام من إصلاح العقائد التي كانت منتشرة عند بعض الليبيين كما أصلح بعض عاداتهم المخالفة للدين.

8. قوة شخصية الشيخ الزاوي وصدعه بالحق وأنه لا يخشى في الحق لومة لائم.

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