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**GRAMMAR TRANSLATION METHOD'S EFFECT ON YEMENI  
ADVANCED STUDENTS' ENGLISH PRODUCTION IN  
COMMUNICATIVE SITUATIONS**

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**Abstract:**In the past and present, the Yemeni government provided free education at all levels of public education. Until the early days, and more precisely until now, the Yemeni government used to send honorary high school students to pursue their university studies abroad, honour university students to pursue a master's degree abroad, and honour holders of a master's degree abroad to pursue a doctorate study. They all obtain special certificates from Egypt, India, the United Kingdom, Australia, and other countries worldwide. EFL was learned at the seventh-grade level. While the Yemeni government has made all these attempts, English for the success of Yemeni advanced students' English production in communication contexts has been unsatisfactory. Several studies in the Arab world, particularly in Yemeni contexts, have shown that the main explanation for this discontent is the method used in Yemeni schools to teach English. Therefore, this research aims to find out the effect of this method on Yemeni students' performance in the English language when they speak English. This study follows a qualitative research method that focuses on secondary sources represented in literature reviews and primary resources expressed in interviews with ten Yemeni English teachers. The study reached many results, the most important of which is that GTM does not necessarily allow Yemeni students to use the English language communicatively. Instead, it allows them to learn about English as a subject. The study makes several suggestions on the basis of the study's findings. In particular, English language teachers should use other effective teaching approaches to help Yemeni students use the English language in communicative contexts, and grammar must be taught in context.

**Keywords – Communicative Situations, Grammar  
Translation Method, EFL learners, Foreign  
Language, English Language**

## INTRODUCTION

It is a matter that the world has shrunk because of globalization, which is turning the planet into a global community, if not a global village. In this international community, people interact smoothly and efficiently with one another. Within seconds or moments, people in most remote areas can reach other people in every other part of the world with the Internet. The critical challenge that individuals can encounter in fulfilling this communication is language. Thus, it has become a must for people worldwide to use a global language that functions among them as a mediator. Without hesitation, this language is English. In this sense, Milan (2019) argues that in this new age in which English is dubbed the universal language and serves as an avenue that English is called the international language and serves as an avenue for professional development. However, non-native English speakers prefer to adapt the language for global access. However, it is not a question of whether or not somebody knows English; rather, it is a question of whether or not somebody knows how to use English in communicative situations as we all know that one of the language's features is that this is a medium of communication. Knowing grammatical rules or terminology in communicative contexts, therefore, does not guarantee successful contact with others. This communication is guaranteed by language efficiency rather than language competence. Orbeta & Decano (2019) stress that "the student's success is correlated with communication skills" (47). Chomsky (2006) also confirms that language comprehension is profoundly ingrained in the brain of humans as an ability and is deemed a dead language if it is not utilized as success with other people. As Omar (2019a) argues, this language use requires familiarization with the five language levels: phonology (sounds), morphology (word structure), syntax (word structure in sentences), semantics (meaning), and pragmatics (language usage). This suggests that it is not only knowledge of the language that helps people communicate in practice, but also the use of language.

However, the five levels of language also suggest that people should be accustomed to vocabulary (morphology) and how to set up vocabulary in syntactic orders (syntax) in order to provide context (semantics) and communicate with others (pragmatics). Language fails to serve its main purpose in cases where people struggle to interact with each other. In this respect, we may regard the sounds emitted as significant or not by their effect on others in communicative contexts. These sounds then become meaningless noise. Potter (1996), therefore, suggests, "some of our verbal communication does not seem to express

'meaning' in the ordinary sense of the term. It is just noise, for noise's sake. In a way, it is just like the animals' 'voice'" (p. 194).

Since the main goal of learning a foreign language is to utilize it in communicative situations, this paper seeks to explain how Yemeni students work in English communicative situations. The paper is an attempt to examine the grammar-translation method's effect on the English success of Yemeni students in communicative situations. This paper was conducted based on a literature review regarding the study issue, and ten Yemeni English teachers were interviewed to perceive their views on the subject. However, the study reaches conclusions and makes recommendations for improving EFL learning and teaching processes in Yemen.

Based on interviews with the participants, the study reveals that the grammar-translation method does not help the students in Yemen communicate in English; it allows them to know English. The study, therefore, recommends that Yemeni English teachers use other suitable methods of teaching English, which help Yemeni students use English in communicative situations.

### **Grammar Translation Method (GTM)**

Chomsky (2006) defined grammar as the set of rules defining the sound – meaning relationship for a given language. It is fundamental to language learning in general and language learning in particular. Grammar was also defined by Evans (2006) as the discipline concentrating on word structure (morphology) and structure of sentences (syntax); whether from the perspective of language learning (for instance, Latin grammar, French grammar), from the language description point of view, or from the point of view of general linguistics, where 'grammar' has the status of a sub-discipline alongside phonology, phonetics, morphology, syntax and so on" (p. 484). This means that teaching grammar plays an important role in foreign language learning. The teaching of grammar is directly related to the grammar-translation method.

GTM's origin dated from the late 18th century when Latin and Greek were taught at schools. This approach was known as the Traditional Method, focused primarily on teaching grammar and translating target language vocabulary into similar source language grammar and vocabulary. This approach was first used by German scholars such as Seidensticker, Ploetz, Ollendorf, and Meidinger to teach Greek and Latin and in German schools from the period 1783 to 1849. Thus German teachers used to teach German students Latin and Greek by teaching vocabulary and grammar in German. The essence was on writing and reading passages of Greek and Latin. It concentrated on reading and writing passages from Greek and Latin.

The Classical Method was known as GTM in the early 19th century, and English teachers used it to teach Latin and Greek, stressing that language teaching is based on the teaching of sequences of grammar rules and words. Therefore, in the classroom, the key task of teachers was to concentrate on correcting grammar and translating vocabulary from one language into another at the cost of interaction. As Hull (2018) suggests, this approach's consequence is that students could talk about the language they have learned but could not communicate in that language. While the grammar-translation method is considered a conventional method of teaching foreign languages, many schools worldwide, Yemen being one of them, still use this method; as Youssif Zaghwani Omar (2014) points out, The grammatical translation method is not an ideal way to teach English, because students learn the second language through their mother tongue, not the second language. At the cost of communication, the grammar-translation method concentrates on vocabulary and grammar. The consequence is that in the L2, students know the rules of grammar, but they lack the capacity to speak in that second language. However, some claim that this approach has some benefits, including: (i) It decreases the tense of teachers not to use the foreign language in teaching, mostly depending on the native language. (ii) It allows learners to increase their vocabulary capacity and use grammar structures and rules. In general, by implementing four steps, a teacher may use GTM in teaching foreign languages: (1) The teacher chooses texts in a foreign language and introduces them to students in classrooms; (2) The teacher asks the students to read the content silently and find out some grammar rules and unclear vocabulary; (3) The teacher asks the students to translate the entire text word by word and to formulate the grammatical rules; and (4) The teacher asks the students to memorize and use the vocabulary and grammatical rules in different examples and structures. The following diagram will display those four steps:

Larsen-Freeman (2000) describes some of the strategies to be used in teaching foreign languages using the grammar-translation method. Some of such strategies can be illustrated in the following:

1. Literary passage translation. The instructor chooses a particular text and asks the students to translate the grammatical rules and new vocabulary and pick them up.
2. Questions on reading comprehension. The teacher asks the learners questions about the topic and asks them to respond in their mother tongue.
3. Synonyms/antonyms. The teacher asks the students for the text's new words to use other similar terms or antonymous ones.
4. Cognates. The instructor asks the students to identify cognates by teaching the patterns of sound or pronunciation in the target language and native language.

5. The application of applying rules. The teacher teaches grammar rules and asks the students to apply these rules in different ways by offering numerous examples.
  6. Filling in the blanks. The teacher asks the students to fill in the gaps with the most relevant grammar entity or vocabulary in the sentences.
  7. Memorizing. Teachers give the students a vocabulary list and ask them to memorize their words and memorize the meaning of them in their mother tongue.
  8. Put words into phrases. Teachers ask the students to use their own vocabulary and grammar rules, which they already learned in different sentences.
  9. Composing. Instructors ask the students to write about a subject they are interested in using the vocabulary and grammatical structure they already know in the target language.
- Freeman argues that the grammar-translation method seeks to help students read and write in the international language and learn about foreign languages' literature. Students become acquainted with the grammar and vocabulary of foreign languages. Freeman provides some of the grammar-translation method's features as:

- 1 It helps to teach the foreign language so that students can read and write literature in foreign languages.
- 2 It is instructor-centred in that the instructor has control over the classroom students, so he does all that.
- 3 The goal is to help students translate every word in the target text into their mother tongue.
- 4 It addresses grammar deductively, and students must memorize the rules of grammar and apply certain rules in different structures.
- 5 It focuses on the interaction between teacher and student and neglects interaction between student and student.
- 6 It neglects the role of culture in learning a foreign language and focuses only on literature in foreign languages.
- 7 concentrates on reading and writing and neglects to listen and speak skills and pronunciation.
- 8 It uses the native language as an instructional means, with little employment of the foreign language.

### **English as a Foreign Language**

Numerous studies and research show the value of studying English in this globalized world. Nobody can dispute the fact that in this era, English is the lingua franca, mediator language, where it is used by people who do not speak each other's language.

Fauziati (2010) reports the number of people using EFL with more than one billion, the number of people using English as a second language (ESL) with nearly 235 million, and the number of people using English as a mother tongue (ENL) with almost 337 million. Mey & Brown (2009) indicate that these statistics explain why English is used as a global language that is a particular form of broader communication language. Determining the English used in Yemen and Yemen's position in the country circle of Kachru (See diagram below) is crucial in this analysis. Paton & Wilkins (2009) refer to the learners to face difficulties when studying English to conflict with the mother tongue. Of course, contact with the mother tongue occurs because of the use of the mother tongue in foreign language teaching and learning.

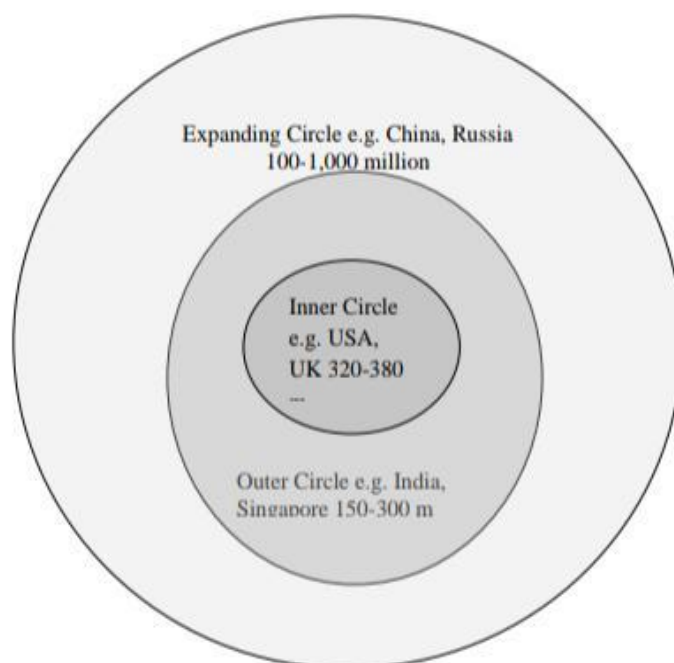


Figure 1: Kachru's Three Circles of English Worldwide (Schneider, 2020)

The above figure shows that EFL users are nearly one billion, demonstrating an interest in learning and using English in this globalized world. The diagram also shows that English can be categorized as a native, second language, or foreign language depending on its position in the three circles: Expanding Outer or Inner. Inner Circle Countries are those countries where people use English as a mother tongue. These countries include the USA, the UK, Australia, and New Zealand. Outer Circle countries are the countries where English is used side by side with the native language in official circumstances as the media and path. These include India, Pakistan, Malaysia, South Africa, Nigeria, Ghana, and other former British colonies. At the same time, Growing Circle Countries are the countries where English is used in school only as a matter of study. These include China, Russia,

Japan, Yemen, Saudi Arabia, Egypt, Turkey, Libya, Brazil, and several other countries worldwide (Walker, 2010).

### **Learning and Teaching English as a Foreign Language in Yemen**

In most developing countries, more specifically in Yemen, it has become popular that we hear people say learning foreign languages is difficult, namely English. That may be true, but learning foreign languages is not impossible because "there is no valid reason for catastrophic language learning failures since languages can be learned. In fact, in most developing countries, it has become popular, more so people whoever they are should learn at least one other language to communicate with one another. People turn to a foreign language that could act as a mediator between them in an inability to communicate. Nowadays, English is this language, which invades the globe and imposes itself as a foreign language. Accordingly, Li (2010) claims that 'one implication of the emergence of English as the de facto global language of the world is that, whatever first-language history a person has, he or she will be disadvantaged without at least learning some English. For that and other factors, almost all countries worldwide are paying greater attention to teaching and learning English. It is a matter of fact that the Yemeni government has given extra care and attention to the importance of teaching English to the young generations to become active in the globalized world. English has become the passport that allows people to move from one country to another through the Internet without a visa. Former South Korean President Kim Dae Jung told his people to understand how important English is in this period. Unless South Korean master the Internet-age lingua franca, they will succeed in global competition. Similarly, a 12-year-old Chinese boy says, "If you can't understand English, it's like you are dumb and deaf." (Nihalani, 2010). The tradition of teaching English at Yemeni schools shows a brief history of teaching English in Yemen. Indeed, through the unification of two separate countries, the People's Democratic Republic of Yemen (South Yemen) and the Arab Republic of Yemen (North Yemen), Yemen was established in 1990. The educational systems and English language teaching had different circumstances in both countries during the 19th and 20th decades when the two countries had entirely different political conditions. While South Yemen was dominated by the British colonizers between 1839 and 1967, who introduced some education and English to some of the schools they run in the colony of Aden, the situation was different in the north where Imam separated his people from education and confined it to his clerks and some powerful families and records. That situation should have no presence for English in the north of Yemen until 1962. The school systems in the two countries suffered from some problems from the 1960s onwards because of the lack of teachers and classrooms. The two

nations depend on Arab and Indian teachers to teach English and other subjects in primary and secondary schools. As regards English language teaching in the 1960s, English was adopted as a compulsory subject within the school curriculum of South Yemen from the fifth year of the reconciliation period to be taught for eight years before the final year of high school, while it was implemented as a compulsory subject to be taught for six years beginning in the seventh year of primary education in North Yemen. The education systems of the two countries were both combined in the 1990s with the unification situation, and English was adopted as a compulsory subject in the school curriculum from the seventh year of primary school to be taught for six years to the third year of high school. Victorious North Yemen could use its armed might to continue and conquer the South and keep the country together with a secure education system, but the country had experienced a civil war in 1994 due to the collapse of the Unity Deal, and South Yemen declared its independence restored. In the 1990s, a new series of English courses named 'Crescent English Course for Yemen' is introduced by the Yemeni Ministry of Education, which are communication-based courses that offer equal space for the four skills of language (Ahmed & Pawar, 2018).

Fareh (2010) & Khan (2012) suggest that, like some other Arab countries, EFL teaching in Yemen is also facing many difficulties, such as inadequate teaching and traditional methodologies, large classrooms, students' low desire to learn English, and minimal teaching materials. There might be certain difficulties in certain instances where English is learned as a foreign or second language. Goss (1999) has shown that among the barriers that impede Japanese EFL from achieving high English skills are teachers and low-quality instruction, outdated methodologies, large classes, and inadequate learning facilities. Cheng & Wang (2004) Cheng & Wang (2004) also clarified that in their Chinese and other research contexts, the difficulties of teaching English in their Chinese language include large classrooms, a peculiar clustered examination-driven education structure, and teachers' low proficiency and conventional English teaching methodologies. In Yemen, there are many difficulties and problems facing English language learning, such as the use of poor teaching techniques, large classes, the low incentive for students to learn English, and inadequate instructional materials. (Ahmed, 2018; Fareh, 2010). While the textbook used to teach English in Yemeni schools relies on the method of teaching the communicative language, teachers have followed the ancient method of teaching the English language, in particular the Grammatical Translation Method (GTM), by separately teaching explicit grammar, repeated sentences and vocabulary (Ezzi, 2012). In Yemen, the teaching and learning process is based on the instructor. This has been cited by some



scholars such as Al-Shamiry (2000) and Thabet (2002) as the explanation behind the supremacy of structure-based methods, especially the grammatical translation process. A general lack of understanding of English as a foreign language education and the ideals of Communicative Language Teaching (CLT) are among the reasons relevant to the continuing use of these approaches. Thabet (2002) stated that in Yemeni schools, English language teachers were fairly aware of the CLT values but had not undergone formal CLT instruction, demonstrating their inclination for structure-based activities. A low level of skill and competence was displayed by students who graduated from high school (Al-Sohbani, 2013), and this was attributed to different factors, such as the use of the mother tongue language, reliance on linguistic structure, and lack of language and desire to study or speak English. Another concern is that, even though they should mention it, students can not apply the grammar rules in speech and writing (Ezzi, 2012). This is because grammar comprehension is different from being able to easily apply the rules to basic language skills. Using the grammar translation form, students are still taught.

As mentioned earlier, in the English language classes, the Yemeni teachers made much of the conversation; thus, very little contact and coordination occurred between students and teachers or between students themselves. Therefore, the standard of English speaking proficiency has been adversely influenced by this. Yemeni English learners focus on memorization when learning English in the classroom; according to Yahya (2014), their instructors require them to memorize sentences in grammar, vocabulary, and English. They may not have enough chances to use the English language to communicate in the classroom or the real world. According to (Ahmed 2018), Most Yemeni English teachers lack communicative ability in the English language and have little experience communicating teaching English. As they find it easier to work, these teachers prefer conventional teaching methods, especially the Grammar Translation Method (GTM). Ahmed (2018) proposed recruiting Yemeni English language teachers based on their proficiency levels and educating them in workshops to help solve this issue. The research also found that teachers of the English language failed to teach oral skills because of the teachers' lack of competence, which caused them to concentrate on grammar and reading.

In addition to the above, English was a foreign language for Arabs at the time, and there was an immediate need to translate Arabic into English words. The translation of Arabic and English words is thus the cornerstone of the system of grammatical translation (GTM), which in turn lacks the mechanism of direct expression, which is considered one of the most popular faults of this system, which is currently based on the concept of translating the stereotypical types of phrases that must be preserved by a community of

learners who these boring sentences like parrots. The use of this method in the nineteenth century in Arab countries or other countries that were subjected to foreign occupation may be justified. However, its continued use in some Arab schools is considered a dangerous situation with no justification. In high and advanced classes, the grammatical translation approach's persistent use results in students' low speech skills and writing proper English sentences. This, in essence, accelerates the decline of the general English language standard of students. The English language is weakened by the translation of English syllables word by word. When they try to speak English, translation hinders learning the meaning of the language and lets Arab students think in Arabic. This, in essence, causes complications not only in the reading process between Arabic and English but also in the process of expressing and appreciating the language. (Eisa, 2020).

## **METHOD**

The researcher conducts qualitative analysis methods to accomplish this study's objectives. He bases the literature review as a secondary resource and interviews ten English teachers as a primary resource. The researcher relies on his interpretation to get knowledge from the data collected from both secondary and primary tools.

### **Objectives of this Study**

This study's main goal is to identify the grammar-translation method's effect on Yemeni students' English output in communicative situations. Moreover, this study aims to find forms or methods that could help Yemeni students communicate effectively in English. This study may be opening the doors to further studies on this topic. Hopefully, this study may be used as a good guide for Yemeni authorities in the English language learning and teaching fields to find effective teaching methods or techniques to help Yemeni students use English communicatively.

### **Problems of the Study**

In this globalized world, as English has become the global language, people need to know how to communicate in English. As studies and research on teaching and learning English in the Yemeni context show difficulties in learning and teaching English, this study's issue is about the difficulties Yemeni students face while using English in communicative settings.

### **Questions of the Study**

The research has identified the central question for this study to reach results, followed by some sub-questions on the subject of this study for the sake of shedding light. Based on the literature review of this study and interviewing five Yemeni English teachers,

the researcher put the following key study question: What is the effect of GTM on the communicative success of the English students in Yemen? The researcher presented several other sub-questions, which may be directly or indirectly related to this study's main question, to examine and address this study's central question. These sub-issues are as follows:

1. When teaching English in Yemen, why do Yemeni English teachers choose to use GTM?
2. How do Yemeni English teachers and Yemeni students see this technique?
3. What other factors cause the learning and teaching of English in Yemen to be problematic?
4. In Yemeni settings, which approach works more effectively?

### **Scope and Limit of the Study**

This research aims to identify the effect of GTM on the English communicative output of Yemeni students. This study's reach is also aimed at investigating the reasons for using this approach in Yemen's English teaching. This study deals with Yemeni settings conducted in the English Department at three universities in Yemen between September 2019 and March 2020.

### **Participants of the Study**

The study participants are ten English teachers who teach at three Yemeni universities in the Department of English. These participants are also employed part-time in various cities in Yemen at some English language centers at different stages. The study participants were randomly chosen and had the same educational backgrounds: their first language is Arabic, and their foreign language is English; they learned English in Yemen at the time of the interviews, and they teach English in Yemen. They had to run the interviews. Major's participants are English. Three of the respondents are PhD holders, and seven are MA holders: all of them are from Yemen.

### **Data Collection**

The knowledge was obtained predominantly from primary resources and secondary resources. Books, papers, periodicals, and approved websites related to the study subject are secondary resources. The primary resources include interviews with ten Yemen English teachers who taught English at Yemeni universities and English language centers. The researcher used interviews to explain the significance of the interviewees' perception of the facts. The primary resources allow the researcher to learn more about the research phenomenon. The researcher was able to reach important points relating to the effect of GTM on the English performance of Yemeni students in communicative situations through

face-to-face interviews with the study participants. The researcher has already prepared questions applicable to the methods of teaching English in Yemen (see Appendix 1). The researcher explicitly set up detailed questions to meet the study's objectives and cover all aspects of teaching English methods in Yemen. The investigator used plain terminology and clear phrases. The researcher has taken into account the answers and feedback of all the participants. The questions have been divided into three parts: Part One Personal Questions, Part Two Methods for Teaching English in Yemen, and Part Three Methods for Teaching English to use in Yemen.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

The researcher obtained the following results on the basis of data analysis and study of the literature review:

- The study of the collected data shows that GTM is the dominant teaching method used in Yemen. This method negatively affects the English performance of Yemeni students in communicative situations. In reality, teaching methods have a great role to play in influencing the success of learners. This coincides with what Orbeta & Decano (2019) argue that language pedagogy, which includes teaching approach, teaching technique, and teaching evaluation, are important factors associated with English learners' success.
- The data analysis reveals that English teachers find it difficult to teach English in classrooms. This is supported in the Yemeni setting by several studies and analyses. For example, Fareh (2010) explains that Arab students face many challenges at this time, given the Arab World's political crisis, the recent armed conflict, and the effects on their higher education system.
- The study shows that while the participants see that GTM does not help assist Yemeni students use language in communicative situations, due to certain conditions, they have to use it, the most important of which is that Yemeni students have a low level.
- The study shows that participants tend to use the method of communicative language teaching as it is useful but cannot use it in the Yemeni context for various reasons. These reasons include the number of students in the classroom, lack of technical devices, lack of students' motivation.
- The study reveals that, due to a lack of involvement in international activities, such as conferences, workshops, and seminars, participants lack knowledge of the most current

methods of teaching English used in developing countries. Some of the attendees have never attended any foreign function.

- The analysis reveals that Yemeni students are not producers of English; they are receivers.
- The study reveals that the motivation of the respondents to teach English is extrinsic. For purposes other than encouraging Yemeni students to use English communicatively.

## Discussions

The Grammar Translation System (GTM) is a common method used today by instructors. It aims to help the students to understand and translate the texts into the original language. However, Brown and Harmer said Natsir & Sanjaya (2014) indicated that the instructor carries out the bulk of teaching and learning practices. In contrast, the learners are only the inactive beneficiary and just add a little to the class. Similar conditions prevailed in Yemeni higher institutions where GTM is dominantly used and negatively affects Yemeni students' English performance in communicative situations. In reality, teaching methods have a great role to play in influencing the success of learners. This coincides with what Orbeta & Decano (2019) argue that language pedagogy, which includes teaching approach, teaching technique, and teaching evaluation, is an essential factor associated with English learners' success.

It was also reported by Abdel Rauf (2010) that grammar-translation is 'still alive in Arab countries. A teacher-centered, shape-focused methodology predominates in grammar teaching, where the goal is to grasp distinct rules and to produce correct forms rather than dialogue or coherent words. The teachers' usage of the first language was a very necessary grammar education technique and thus not far from grammar-translation (Ellis, 1998). With relevance to the findings, The study showed that while the participants see that GTM does not help assist Yemeni students use language in communicative situations, due to certain conditions, they have to use it, the most important of which is that Yemeni students have a low level.

Besides, there are three main elements from the GTM features of the learning mechanism, which characterize it from other language teaching approaches. *The first* is the mother tongue in GTM. It means that the instructor encourages the usage of the native language to teach students to acquire the target language. The mother language is allowed for all interactions in the GMT learning phase, which adversely affects Yemeni students' success in communicative contexts, based on the current study results. In essence, teaching

approaches play a significant role in shaping the performance of students. *Second*, the GTM vocabulary is preserved by converting it into its mother tongue. This way, the students know the appropriate significance and usefulness in the target language (Brown, 2016). Using the grammar-translation method, the teachers do not teach the students to acquire the vocabulary through real-world contexts (Brown, 2016). *Third*, the GTM approach stresses that students must grasp grammar before writing code as far as grammar is concerned. In other terms, students have deductively taught grammar (Harmer, 2007). The students can systematically generate the statement with little variance and quite rigid.

Moreover, based on evaluating a teaching process in Yemen 2018/2019, the students fear speaking English in everyday life since they cannot always interact with the language. They doubt their grammar and could impact their target language on the dialect they have in their mother tongue. On the contrary, this study revealed that participants prefer to use communicative language teaching as useful but cannot use it in a Yemeni sense for a range of reasons. These factors include the number of students in the school, shortage of technological facilities, and lack of encouragement. Thompson (1996), therefore, found out that the GTM methodology varies considerably from the communicative form of language instruction, as the communicative learning approach method stresses that the instructor teaches grammar inductively or retrospectively. Besides, the CLT allows students to interact with the target language without relying first on grammar (D Larsen-Freeman & Anderson, 2011). Celce-Murcia (1991) also stressed that in GTM, the students might not have to talk in the target language. The GTM approach allows students to analyze the language instead of utilizing the language. In Yemen's background, instead of using the expression, the GMT approach has students examine language. However, the language learning phase aims to develop learners' abilities to communicate in the target language (D Larsen-Freeman & Anderson, 2011).

Generally speaking, GTM is still implemented in some countries, such as Yemen, but it is outdated. In a previous illustration of the general use of GTM technology, it can be inferred that GTM will not improve students' ability to communicate more cooperatively and collaboratively since GTM is monotonous and involves unidirectional transmission. The teacher is the primary centre of education. Research shows that Yemeni students are not productive in English. They are only the recipients. Participants are prone to use the Communicative Language Teaching Method instead, which contains several teaching techniques that make students happy, relaxed, and interested. And the teacher is not just the primary source; He might even encourage and interact with students.

## CONCLUSIONS AND SUGGESTION

### Conclusion

The above literature review and the data analysis of the data collected from the interviewees indicate that, for different reasons, teaching English in Yemeni schools is still unsatisfactory, the most significant of which is the teaching method used. While in almost all developed countries, GTM has ceased to be used, it is still widely used in nearly most developing countries. This method has been shown to struggle to help English language learners use English in communicative situations. Only two abilities have been used to teach: reading and writing, neglecting the other two abilities: listening and speaking. This approach has also been used to teach related languages, such as Latin, Greek, German, and English, belonging to the same language family. As a means of communication between people is the main role of language, teaching foreign languages should be aimed at using language, not learning about language. The goal of teaching EFL in Yemeni schools should be the use of languages rather than language skills. Grammar is the cornerstone of language use, of course, but grammar should be taught in context. However, this paper highlights GTM's negative impact on Yemeni students' English performance in communicative situations. The paper seeks to include remedies and recommendations to strengthen the EFL teaching and learning situation in Yemen. For instance, it recommends stopping using GTM and replacing it with other modern methods of teaching English that fit the skills and school facilities of Yemeni students and teachers.

### Suggestions

The researcher proposes the following recommendations based on the results obtained that could support learning English in Yemen. Such guidelines include the following:

- To be aware of the most current English lessons used, the Yemeni government should send Yemeni teachers to English-speaking countries.
- Yemeni universities should send advanced-level Yemeni students to English-speaking countries to learn English with native English speakers and become aware of English culture.
- Yemeni institutions should make an annual amount of money available to teachers to participate in international events.

Conferences and seminars on teaching English methods should be held by the Departments of English at Yemeni universities, encouraging foreign academics and educators to participate in such activities.

- The number of students at all school levels should be reduced to provide Yemeni students with opportunities to practice English in classrooms and provide a social learning atmosphere. This agrees with Chen (2018), who stresses the social environment's role, saying, In the social learning environment, through formal interaction and informal interaction, the EFL learner communicates with the more informed others.

Yemeni English teachers should avoid using GTM and find other suitable methods that complement Yemeni students' and teachers' skills and school facilities.

- English teachers should teach grammar in context, not conventional grammar, and use pedagogical grammar.

- English teachers should move from teacher-centred to learner-centred classrooms by engaging students in the learning and teaching process.

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## APPENDIX

### Part I: Personal Questions

How have you been learning English?

Where have you been studying English?

When did you begin to teach English?

And why are you teaching English?

### Second: Methods of Teaching English used in Yemen

When you were a student, which method of teaching was used?

What do you think of the method here?

What method do you now use?

Why has this method been selected?

What do you think of the method here?

### Third: Most appropriate method to be used

In the Yemeni climate, which method of teaching English do you think is the most efficient?

Why is this method chosen for you?

What are the difficulties you may face when using this technique?

What are the criteria in Yemen for using this method?

If more information is available to you, please provide it.

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