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English Language Teaching Methods: Applicability and Challenges from EFL Teachers' Perspectives

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ABSTRACT

This study aims to investigate effective English language teaching methods from the viewpoints of English as a Foreign Language (EFL) instructors and to emphasize the challenges encountered by EFL teachers in employing these methods, concentrating on their perspectives, experiences, and recommendations. This study employed a qualitative design and implemented a multiple case study methodology. The researchers utilized purposeful sampling to deliberately choose study participants and venues, aiming to achieve a thorough comprehension of the phenomenon. The data were gathered from a diverse group of nine EFL teachers in the Hadhramout region, Yemen. Semi-structured individual interviews were utilized to achieve the objectives of this qualitative case study. Nine people were interviewed during the study. Thematic analysis was conducted in a systematic and straightforward manner, and the contents were evaluated to identify the similarities and differences between the participants' contents. The study reveals recommendations and practical strategies for EFL teachers to enhance their instructional practices and improve language learning outcomes. It also draws upon current research, best practices, and the experiences of EFL experts to present a comprehensive overview of effective teaching methods. The findings of the study provide valuable insights into the preferences, challenges, and potential benefits associated with different EFL teaching methods. The study concludes with significant implications of these findings for EFL teaching practices and offers recommendations for teacher professional development.
Keywords: Applicability; Challenges; EFL Teachers; Teaching Methods; Yemen

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1. Introduction

Several attempts have been made to give a clear distinction for the terms; strategy, method and approach[1–5]. For instance, Hablo[1] distinguished between teaching approaches, methods and strategies as the approaches deal with general philosophies of teaching whereas methods deal with practice and strategies deal with specific actions. Likewise, Prabhu[4] defined a method as "a set of activities to be carried out in the classroom" (p. 162). According to Larsen-Freeman and Anderson[3], the method is considered as a cohesive collection of connections between principles and specific methodologies and procedures while Richards and Rodgers[5] stated that an approach denotes the theories about language learning that provide the foundation for practices and principles in language teaching. These two terms were also differentiated by Harmer[2], characterizing the approach as a framework that elucidates how individuals obtain linguistic knowledge and delineates the conditions conducive to effective language acquisition (p. 79), whereas the method is defined as the practical implementation of an approach (p. 79).

In a nutshell, the main difference between an approach and a method, as outlined by Richards and Rodgers[5], is that approaches are a set of assumptions about language teaching that may inform methods or teacher's performance in the classroom, but they do not have specific techniques for language teaching. On the other side, methods include detailed information about the content, the teachers and learners' roles and teaching techniques and procedures.

1.1. Theoretical Background

1.1.1. Methods and Approaches to Language Teaching

Regarding the teaching practices of EFL teachers, teaching strategies refer to the ways utilized by instructors to facilitate learners' access to the content being imparted. They pertain primarily to the actions undertaken by teachers in instruction to achieve objectives. According to Rodgers and Richards[5], the efforts to enhance the efficacy of language instruction have frequently concentrated on modifications in pedagogical approaches. These modifications have reflected changes in the objectives of language instruction, emphasizing oral proficiency over reading comprehension as the primary aim of the language study. Historically, numerous pedagogical strategies and approaches are available for selection by second and foreign language teachers. This is a succinct summary of several teaching strategies and approaches.

1.1.2. Grammar Translation Method

The Grammar Translation Method is not new. It was used in teaching the classical languages, Latin and Greek to help students read and appreciate the literature written in a foreign language[3]. Grammar and translation are two main concepts in this method in which students are provided with grammatical rules and paradigms and given lists of vocabulary with their equivalent translation in the first language[6]. Grammar Translation Method received much criticism since it did not effectively prepare students to use the target language communicatively, thus it was substituted by other methods such as the direct method.

1.1.3. The Direct Method

In the same vein, the Direct Method also is not new. It was used by language teachers for many years[3]. It was developed as a reaction to principles used in the Grammar Translation Method when the latter failed to prepare students to communicate in the target language effectively. In the direct method, translation is not allowed, and the meaning should be directly conveyed in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (ibid). In this regard, teachers who implemented the Direct Method are intended to teach their students to think and communicate in the target language. The students gradually can learn by listening first before they start speaking and be involved in the conversation. Other skills will be developed later.

1.1.4. The Audio-Lingual Method

The Audio-lingual Method is considered an 'oral-based approach' in which the acquisition of vocabulary is not emphasized through exposure to its use in situations[3], and "it drills students in the use of grammatical sentence patterns" (p. 35). Richards[7] listed various distinctive features of the Audio-lingual Method that the teacher can apply during lesson presentation such as memorization, mimicry, drills and pattern practice. Moreover, teachers usually begin their lessons with a dialogue which includes certain patterns and

grammar points to be practiced later in drills such as 'backward build up drill', 'repletion drill', 'chain drill', 'substitution drill', … etc. (pp. 47–49). The teacher's role, in this case, is that of a model of the target language. He "should provide students with a good model. By listening to how it is supposed to sound, students should be able to mimic the model" (p. 42). The Audio-lingual Method was criticized as students were unable to implement the skills required through the method for outside classroom real communication[8].

1.1.5. Communicative Language Teaching

According to McDonough et al.[9], Communicative Language Teaching emerged in response to the dissatisfaction with the concepts of previous teaching methods. This was a reaction to the grammar-centric teaching methods of the 1970s proposed by Richards and Rodgers[5], arguing that the focus of Communicative Language Teaching on the communication process, as opposed to the acquisition of linguistic forms, results in distinct roles for learners compared to those in conventional second language classrooms. Moreover, Larsen-Freeman and Anderson[3] noted that certain teachers employing traditional teaching methods were achieving their objectives, and their students were capable of constructing accurate sentences during lessons. Nevertheless, they encountered difficulty in effectively utilizing these abilities in authentic communication that extended beyond the confines of the classroom. Their linguistic proficiency is inadequate for effective communication. Additionally, they must demonstrate proficiency in communication.

1.1.6. Task-Based Language Teaching

Task-Based Language Teaching refers to an approach based on the use of tasks as the core of planning and instruction in language teaching[5]. It is a communicative approach in which the successful completion of tasks is the primary principle. Also, teaching is organized to enable students to improve their language ability by concentrating to get something done while using the language[8]. Thus, it has become a significant topic in the field of second language acquisition[10], and some scholars may consider it as an alternative to methods[11, 12]. For that, Eills[13] lists some benefits of task-based language teaching to aid foreign language learning. It, for example, provides a natural learning setting, stresses meaning over form and contributes to the improvement of communicative fluency. However, some scholars report some difficulties in implementing such an approach. For instance, Hatip[14] as cited in Hismanoglu, M., et al.[10] concludes that the task-based teaching approach might not be practicable as it involves a high level of creativity and dynamism on the part of the teacher and requires extra resources and related materials. Similarly, Littwood[15] indicates that one challenge in implementing such an approach is learner involvement which is a major problem for teachers during implementation.

1.2. Teaching Styles

Several researchers and scholars have attempted to define and conceptualize the term 'teaching style'. For instance, Brown[16] defines it as the "teacher's personal behaviors and media used to transmit data to or receive it from the learner and involve implementation of the teacher's philosophy about teaching" (p. 231). Likewise, it is defined as the ways that a teacher can follow to solve a problem, carry out a task and make a decision in the teaching process[17]. Similarly, Cooper[18] conceptualizes teaching styles as "the sum total of instructional activities, techniques, and approaches that a teacher feels most comfortable using when he or she is in front of a class" (p. 301). Taken together, the concept of 'style' emphasizes the cognitive and affective dimensions that a teacher should reflect during teaching[19]. Therefore, they define it as a "combination of the educator's values, beliefs, and personality traits, which are reflected in how teachers behave during the teaching and learning process" (p. 2).

2. Literature Review

Many studies have been carried out to investigate the EFL teaching methods/approaches which might be used in English language classes. For instance, a case study was conducted by Intarapanich[20] in which the researcher administered observations and interviews with five English school language teachers in Vientiane Municipality. The participants were observed in their teaching and were asked to answer a list of guided interview questions. The results showed that three methods/approaches, namely: communicative language teaching, grammar translation method and total physical response were the dominant methods and approaches used in EFL classes in Lao schools.

Another study was conducted by Bahumaid[21] to investigate the current position of communicative language teaching in EFL public education in the Arab Gulf region. The study revealed that utilizing communicative language teaching had some positive results on the syllabi, teaching material and the instructional process of the class. However, the study showed some limitations and pitfalls such as the feasibility of setting communicative objectives, culturally inappropriate texts, and teachers' lack of language competence and communicative methodology. Therefore, the study proposed specifying realistic objectives for teaching English that should be based on the learners' needs, producing culturally appropriate materials, adopting an eclectic approach to teaching English language and launching intensive training programmers for Arab teachers.

In the context of this study, Yemeni EFL teachers are supposed to implement different teaching methods and approaches that they have studied during their preparation at colleges of education. As there is no perfect method for all teaching situations, they need to show the potentials of using different methods and approaches that could be adopted and integrated to suit the Yemeni context[22, 23]. Therefore, Yemeni EFL teachers should be encouraged to fuse more than one method and/or approach in order to achieve their ultimate goal in teaching.

Bataineh et al.[24] investigated the understanding of communicative language teaching among EFL teachers in Yemen. A minor discrepancy was identified between the teachers' theoretical understanding and their implementation of Communicative Language Teaching in the classroom. The study revealed that Yemeni instructors have a greater preference for structure-based principles compared to those of Communicative Language Teaching. Conversely, Al-Sohbani[25] examined the classroom teaching practices of Yemeni English teachers in secondary schools to assess their awareness of communicative language teaching methods. The study indicated that Yemeni teachers predominantly employed traditional, grammar-focused, and teacher-centered pedagogies, likely influenced by their experiences as students. The results indicated that pair work activities were not utilized, the four language skills were not exercised, and both the teachers and students employed their native language to convey the meanings of new and challenging vocabulary. Additionally, the survey revealed that educators were uncertain about the instructional practices they should implement in the classroom and lacked a comprehensive comprehension of the ideas and concepts of Communicative Language Teaching. The adoption of the Communicative Language Teaching strategy was impeded by a variety of obstacles, such as overcrowded classrooms, insufficient teaching aides, a lack of student enthusiasm, and inadequate parental support, as identified by the study. In a similar vein, Al-Naqeeb[26] examined the methodologies employed by Yemeni English teachers in their instruction of English and the corresponding classroom practices that stem from these methodologies. The study reported that the Grammar Translation Method was the dominant one in which grammar was taught deductively, L1 was overused, and errors were immediately and strictly corrected. The study also revealed an absence of any communicative activities or games in the teachers' classroom practices.

Many researchers studied the ESL/EFL teachers' teaching styles and addressed some factors that might influence teaching styles. Some of these factors are the personality traits[27, 28] which involve both the behaviour and psychological characteristics of the teachers. Teaching styles are also found to be associated with other factors such as the teaching context[29, 30], the teachers' management skills[31] and their reflectivity[32, 33].

There are various roles for teachers to perform during teaching. Some of these roles are formal in which teachers have specific responsibilities. However, there are other roles which are performed during teachers' interaction with students and peers[34]. Grasha[35] (as cited in Gill, R.[36]) classified teaching style into five categories. First, the teacher is an 'expert' in which he shares knowledge, demonstrates his expertise, advises his students and provides feedback to improve understanding and promote learning. Second, is 'formal authority' in which the teacher's role is to provide long lectures or one-way presentations, and students are expected to take notes. They are provided with structures that they need to learn. Third, the teacher could be a 'personal model' who can blend teaching styles that match the best techniques with appropriate learning scenarios. Fourth, the teacher as a 'facilitator' can design participatory learning activities and manage classroom projects. He provides information and offers feedback to facilitate critical thinking. Fifth, the teacher as a 'delegator' can organize group learning, observe stu-

dents, provide consultation and promote interaction between groups and among individuals to achieve learning objectives. Grasha encouraged teachers to play more than one role in the classroom and develop their ideal style that blends the best of everything they can offer[34].

Concerning the above-reviewed studies (e.g. Bataineh, R.F, et al. [24],Al-Sohbani, Y.[25], Al-Naqeeb, A.[26]), the EFL teachers in Yemen experienced some difficulties in implementing variant methods and approaches of teaching. One of these is related to the teachers' pedagogical knowledge and their early preparation. Others are related to contextual, social and cultural factors which should be considered as well. Therefore, it can be said that the teacher education programmes in Yemen should consider the construction of the teachers' knowledge of English language pedagogies and provide them with opportunities for the practical application of such pedagogies in the Yemeni context[37].

3. Materials and Methods

3.1. Research Objectives

This study is intended to achieve the following objectives:

1. To explore the effective English language teaching methods from the perspectives of teachers of English as a Foreign Language (EFL).
2. To highlight the challenges faced by EFL teachers when utilizing English language teaching methods, focusing on their perspectives, experiences, and suggestions.

3.2. Research Questions

The study addresses the following research questions:
1. What are the effective English language teaching methods from the perspectives of teachers of English as a Foreign Language (EFL)?
2. What are the challenges faced by EFL teachers when utilizing English language teaching methods, focusing on their perspectives, experiences, and suggestions?

3.3. Methodology

3.3.1. Study Design

This research employed a qualitative design with a multiple case study methodology. This qualitative technique employed a case study design to deliver a comprehensive description of a cohort of EFL teachers. According to Creswell (p. 439)[38], a case study is better appropriate when researchers concentrate on a program, event, or activity involving individuals, as they may prioritize characterizing the group's actions rather than discovering common behavioral patterns demonstrated by the group. Gravetter and Forzano[39] asserted that it is particularly advantageous during the initial phases, as it offers a comprehensive account of participants' experiences to identify categories and themes that define the case and emphasize contemporary challenges for future research. This research is suitable for a qualitative case study approach, as it offers a thorough examination and description of pertinent EFL teaching methods and the challenges faced by EFL instructors.The teaching experiences of nine EFL teachers are the focus of this research, which employs a multiple case study design, which Stake[40] refers to as "the collective case." This approach offers significant analytical advantages by incorporating multiple cases, resulting in a more pronounced effect than that observed in a single case (Creswell, J.W.[41], pp. 53–54). As a result, the numerous instances enabled the researchers to compare them, providing insights into the issue and enabling the examination of processes and consequences across all cases. This, in turn, facilitated a more profound comprehension through improved descriptions and explanations[42].

3.3.2. Selection of the Participants

Purposeful sampling was employed to select study participants, enabling the researcher to deliberately choose persons and venues for a comprehensive understanding of the phenomenon[42]. This study selected nine EFL teachers, who were referred to by pseudonyms: Hassan, Ali, Saleh, Majdi, Rashad, Huda, Sumia, Wa'ad, and Saeed, as numerous examples. This approach may be more advantageous than utilizing a single participant[41]. Furthermore, selecting additional cases was imprudent, since the researcher would require more time to thoroughly investigate the intricacies of each unique case[42], which was not feasible within the study period.

This study explored the teaching experience of the nine individuals to obtain a deep understanding of the applicable teaching methods and the encountered challenges through the lens of EFL teachers. Therefore, only nine EFL teachers were the selected participants in the study who were willing

to participate in the study and showed enthusiasm towards the topic of the study. Most of those teachers have relatively long experience in teaching English as a foreign language in nine primary and secondary schools in Yemen. Moreover, those teachers hold a bachelor degree in education in the major of English language teaching. They were also selected from different provinces in Hadhramout region. A summary of the participants' details is provided in the following **Table 1**:

Table 1. A summary of the participants' details.

Participant's Name (Pseudonymous)	Years of Teaching Experience
Hassan	12 years
Ali	14 years
Saleh	25 years
Majdi	6 years
Rashad	5 years
Huda	9 years
Sumia	2 years
Wa'ad	2 years
Saeed	6 years

3.3.3. Study Instruments

Semi-structured individual interviews[42] were employed to fulfill the aims of this qualitative case study. The interview criteria were created for the study's objectives. In order to ascertain the efficacy of the teaching strategies implemented by EFL instructors and the challenges encountered, a set of inquiries was developed. During the study, the nine participants were interviewed. The data collection stage was carried out during their teaching practices in the second semester of the teaching year 2023–2024. Triangulation was additionally achieved via interviews with the nine chosen individuals. Following the completion of the interviews, they were transcribed, and each transcript was labeled and saved in Word document format using the pseudonymous names of the participants. The researchers successfully conducted a manual analysis of the data. A set of inquiries was designed to collect information concerning the suitability of the pedagogical approaches utilized by EFL instructors and the challenges encountered.

3.3.4. Data Analysis

This study employed Braun and Clarke's[43] six-phase thematic analysis for data analysis: 1) familiarization with data, 2) generation of initial codes, 3) topic identification,

4) theme review, 5) theme definition and naming, and 6) report production. Thematic analysis was conducted in a systematic and uncomplicated manner using these phases as a guide. It is important to mention that all the codes that were developed and the themes that emerged, along with their respective excerpts, were identified and numbered to facilitate their retrieval when necessary. The contents were assessed, highlighting the similarities and differences between the participants' contents[44].

4. Results

Four primary themes were identified from the study of the participants' interview transcripts. The subsequent subsections delineate the English teaching methodologies employed by EFL instructors and the obstacles encountered in their application, which sought to address the research inquiries. It was made easier to compile relevant texts as evidence by recognizing each subject. Data extracts were utilized and organized to create a comprehensive and comprehensive study for each theme.

4.1. Interactive English Teaching Methods

The findings of the study reveal that most of the participated EFL teachers utilized various methods of teaching that require classroom interaction. For instance, Hassan who has a relatively long experience in teaching English language in secondary schools (12 years) stated

> …, the effective language teaching methods are the interactive methods such as question-and- answer techniques especially open-ended questions about opinions, predictions, guessing, hot seat, interviews, presentations, storytelling, and story building.

Similarly, Rashed indicated that the collective methods are most effective through the use of technology and modern facilities that would enable students to involve all their senses in the learning process, make them enjoy learning the language, and keep them away from the daily routine and boredom that might arise due to the use of traditional methods. He Added:

> *Actually, the effective English language teach-*

ing methods are the collective methods that depend on activities and division of students into groups, which makes them practice the language directly, removes the barrier of fear and dread from them, and nourishes their linguistic aspect.

However, Saleh who is a popular EFL teacher and has long experience in teaching (25 years) went with using both teacher-centered and student-centred methods with giving students more opportunities for interactions. The following excerpt highlights his opinion:

From my own perspective, the effective methods in the process of teaching EFL can be categorized into two: teacher centered method and student centered method. These two methods can be respectively done through lecturing and discussion. Having the students involved in the discussion can be better than depending on the teacher. Group work, pair work individual presentation can do well in mastering the language if appropriately arranged.

Additionally, other participants (Sumaia, Huda, Ali, Wa'ad and Saeed) listed some methods of teaching such as communicative language teaching, task-based learning, direct method and total physical response. They thought that these methods are adapted based on specific learning contexts, goals and leaners' needs. Huda added another reason:

In fact, I have tried different methods of teaching. Then I figured out that these two methods [Total Physical Response and Communicative Language Teaching] are effective and useful. In addition, I noticed that learners understand easily without much effort. As it is known that most learners need something new and unusual. They get bored from the traditional way of teaching and will feel that English is very tough subject to learn.

4.2. Large Classes with Limited Resources

The large number of students in the class without adequate resources and support was one of the challenges recorded by the study participants. In most Yemeni public schools, classes usually include a large number of students with limited resources, including textbooks, technology, and instructional materials. This made it challenging for EFL teachers in Yemen to provide for students' needs and ensure optimal learning experiences for all of them. These challenges were revealed by some of the study participants such as Huda, Ali, Hassan and Saeed. For example, Huda admitted that the short time of the classes and the large numbers of students were among the challenges for not utilizing suitable teaching methods such as the Communicative Language Teaching Method. Similarly, Ali added that resource availability, classroom management and assessment would be among the challenges that faced him. He said:

Some challenges in utilizing these teaching methods include: accessing appropriate multimedia resources and materials can be limited, especially in certain teaching environments. Also, managing group activities and ensuring all students actively participate can be challenging. Moreover, assessing student performance effectively, especially in communicative tasks and projects, can be complex.

Besides, Saeed confirmed that the use of technology and the limited access to the internet were among the challenges that faced him during teaching. He said:

Not all students may have equal access to technology or the internet. Technical issues with devices, software, or internet connectivity can disrupt lessons and frustrate students and teachers.

4.3. Students' Different Levels

The findings revealed that the differences between Yemeni EFL students were among the challenges that stand in front of implementing effective teaching methods. This was explained by some of the study participants such as Saleh, Rashad, Sumaia and Wa'ad. For instance, Wa'ad claimed that the students' low level of the language was one of the main challenges for EFL teachers and hindered them from utilizing effective teaching methods. She offered some

suggestions to overcome this difficulty and commented:

From my own point of view, EFL teachers need to boost students' level by encouraging them to work hard and study the language by themselves. They should never wait for teachers to change their levels in the language because languages can be acquired through self-study. They should also give them some materials such as audios, videos etc. Further, the Ministry of Education should teach students English earlier than it actually is right now. It would be better if it was taught starting with at least the fifth grade.

This was also confirmed by Rashad who admitted difficulty in applying some effective teaching methods due to the students' different levels which are given great attention by EFL teachers. He said:

The challenges and difficulties that I face when utilizing these methods of teaching are the students' various levels of comprehension and understanding. Some students require extra care and more time in the learning process and face difficulty in practicing the language with their smart peers, which causes a gap between each other and interrupts the teacher to go on in lessons. In my opinion, the possible suggestions to overcome these challenges are to have students prepare the lesson at home and practice the activities and conversations that will be given to them so that they are ready to keep up with their smart peers and get into the lesson quickly.

4.4. Time Consuming

The study showed that EFL teachers were unable to find sufficient time to cover all language skills and implement varied activities within a limited class time for a large number of students. This was reported, for example, by Huda as she faced this difficulty when utilizing communicative language teaching. She added:

I faced some challenges when utilizing the

Communicative English Teaching, because I had a limited time and I had to follow the syllabus plan in order to finish it on time. Because when applying some activities such as creating group work, it takes longer time in dividing and organizing them. Moreover, some students did not like this kind of teaching, they like the traditional one.

One reason behind this, as indicated by Huda, is the current textbook which should be updated to go with the recent methods of teaching. Huda suggested:

The first and the most important thing from my point of view is to update the version (Crescent English Course) for each stage primary and secondary. We are in 2024 and study/teach old version of syllabus. In fact, this is the big problem that needs a solution.

In the same vein, Wa'ad recorded the same challenge to her when applying communicative activities. This was one of the constraints for covering the curriculum. She said, *"Another difficulty is the time. Some of the methods are time consuming such as the group work method"*.

Additionally, the participants mentioned some other challenges faced when they apply effective teaching methods among which were the students' lack of motivation to pre-prepare, their little command of the language, electricity instability and the unavailability of visual aids. However, they emphasized the role of teachers who should make a lot of effort in the use of modern methods and facilitate the learning process in order to increase students' motivation and enhance their performance.

5. Discussion

Concerning the applicability of EFL teaching methods, similar results were found in a study by Intarapanich[20] that communicative language teaching, grammar translation method and total physical response were among the dominant methods used in EFL classes. Moreover, these findings are partially consistent with the findings by Bahumaid[21] that EFL teachers are aware of using interactive teaching methods such as communicative language teaching; however, they

could not utilize them effectively due to some constraints. Furthermore, the findings appeared to be different to the findings of Al-Sohbani[25] in which the EFL teachers in this study revealed the use of various methods of teaching such as communicative language teaching, task-based learning, direct method and total physical response. This could be attributed to the shift which has been made in the way of teaching courses related to English teaching methods at Faculties of Education and to the awareness of EFL teachers to implement these methods during their teaching practice.

Additionally, the findings of the study revealed that EFL teachers in Yemen encountered several challenges including a large number of students with limited resources, such as textbooks, technology, and instructional materials which stand in front of utilizing effective methods of teaching. This finding comes with the findings of some previous studies of Al-Naqeeb[26], and Bataineh et al.[24] who reported similar difficulties in implementing variant teaching methods.

6. Conclusions

This study examines the effective English language teaching methods which are applicable from the perspectives of EFL teachers in Yemen. It was found that they implemented various interactive teaching methods such as communicative language teaching that were utilized with some constrictions. The study also highlighted the challenges encountered when utilizing English language teaching methods, focusing on their perspectives, experiences, and suggestions. Moreover, the study reported some challenges that hindered the effective implementation of these methods such as large classes with limited resources, students' different levels and time consumption.

It is worth noting here that this study has some limitations. Therefore, the findings of the study could be only restricted to the study context and might not be generalized to other contexts. Moreover, the study adopted the qualitative approach using a number of participants in Yemen. Hence, other interested researchers are highly encouraged to conduct similar studies including a large number of participants. Furthermore, similar studies are recommended to be carried out on other cases in similar EFL contexts. Additionally, further studies are worthwhile to compare the results of this study with EFL teachers' practices in other regions particularly in Yemen or other similar contexts in general. Despite these limitations, it is highly expected that this study would provide some insights into similar educational contexts, useful suggestions and valuable information for educators, programme directors and decision-makers.

Accordingly, some recommendations could be derived from the study findings for EFL teachers' professional development. The findings revealed that EFL teachers employed many interactive teaching methods with some restrictions, and there were some challenges that hindered the effective implementation of these methods. Thus, there is a dire need to consider these restrictions that prevent the proper implementation of these interactive methods. Additionally, administrators and curriculum developers at the Ministry of Education need to rethink of the EFL curriculum at primary and secondary schools in Yemen and include more interactive activities that would encourage EFL teachers to use various interactive teaching methods. Besides, training courses for EFL in-service teachers are frequently recommended to provide them with the necessary qualifications and skills to deal with such classroom teaching challenges. Thus, the success of EFL teaching classes is obtainable where a number of well-qualified teachers can cope with class challenges and difficulties. More importantly, proper professional training for teachers could positively lead to the good development of EFL teachers.

Authors' Contributions

M.S.A.-J. was accountable for the conceptualization, development of the study methodology, data collection, and composition of the initial draft of this publication. A.N. managed data validation, conducted formal analysis, and revised the manuscript. Furthermore, he submitted it to a journal as the corresponding author. Y.A.T. oversaw the study effort and evaluated the final version prior to its submission to the journal. All authors have reviewed and consented to the published version of the work. Authorship should be restricted to individuals who have made significant contributions to the reported work.

Funding

Institutional Review Board Statement

The present study did not necessitate ethical approval from the authors' institutions as it does not involve humans or animals.

Informed Consent Statement

Not applicable.

Data Availability Statement

The article published in this journal can be accessed in the websites of the Seiyun University, Yemen (https://seiyunu.edu.ye/), and Buriram Rajabhat University, Thailand (www.bru.ac.th).

Acknowledgments

Conflict of Interest

The authors declare that there is no conflict of interest in this work.

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