

Youssif Zaghwani Omar, 2019

Volume 5 Issue 2, pp. 511-530

Date of Publication: 20th September 2019

DOI-<https://dx.doi.org/10.20319/pijss.2019.52.511530>

This paper can be cited as: Omar, Y. Z., (2019). Influence of Grammar Translation Method (GTM) on Libyan Students' English Performance in Communicative Situations. *PEOPLE: International Journal of Social Sciences*, 5(2), 511-530.

This work is licensed under the Creative Commons Attribution-Non Commercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

INFLUENCE OF GRAMMAR TRANSLATION METHOD (GTM) ON LIBYAN STUDENTS' ENGLISH PERFORMANCE IN COMMUNICATIVE SITUATIONS

Youssif Zaghwani Omar

Department of English, Faculty of Arts, University of Benghazi, Libya

Youssif.omar@uob.edu.ly

Abstract

In the past and present, the Libyan government has offered free schooling at all levels in public education. Till the early past, more specifically till 2014, the Libyan government used to send honored students at high school levels to pursue their university studies overseas, honored students at university levels to pursue their masters' degrees overseas, and holders of masters' degrees to pursue their doctorates' degrees overseas, specifically the United States, Canada, the United Kingdom, Australia, and other countries all over the world. English was taught as a foreign language at school from the 5th grade, but it is has been taught from 1st grade since 2016. Although all these efforts conducted by the Libyan government, the use of Libyan students' English performance in communicative situations has been unsatisfactory. Many studies and research regarding Libyan contexts reveal that the main reason for this dissatisfaction is attributed to the method of teaching English used at Libyan schools. Thus, this study endeavored to find out the influence of this method on Libyan students' English performance when communicating in English in reality. This study follows qualitative research method, basing on secondary recourses represented in reviewing of literature and primary recourses represented in interviewing ten Libyan teachers of English. The study has obtained several findings, the most important of which

is that GTM does not help Libyan students use English communicatively in reality; rather, it helps them know about English as a class subject. The study presents some recommendations based on the findings obtained. The most important of which is that teachers of English should use other appropriate methods of teaching that help Libyan students use English in communicative situations, and grammar should be taught in context.

Keywords

Grammar Translation Method, Communicative Situations, Foreign Language, English Language

1. Introduction

It is a matter of fact that the world has been shrinking due to globalization, which shifts the world to a global village, if not a global tent. People, in this global village, communicate with each other easily and effectively. Thanks to the Internet, people in most remote areas can contact with other people in any other part of the world within seconds or moments. The main obstacle that people might encounter to fulfill this communication is language. Hence, it has become a must that people all over the world use an international language, which functions as a mediator among them. This language, with no doubt, is English. In this context, Milan (2019) argues that “in this modern age where English is dubbed as the international language and serves an avenue for professional growth, non-native English speakers tend to adapt the language for worldwide access” (p. 2).

However, it is not a matter if someone knows about English or not; rather, it is a matter if someone knows how to use English in communicative situations or not. As we all know, one of the functions of language is that it is a way of communication. So, knowing grammatical rules or vocabulary does not guarantee effective communication with others in communicative situations. It is language performance, rather than language competence, that guarantee this communication. Orbeta and Decano (2019) emphasize that “the performance of the student is associated by communication skills” (47)

Language knowledge, as Chomsky confirms, is deep-rooted in the human brain as competence, and it is considered a dead language unless it is used with others in reality as performance. This use of language, as Omar (2019a) argues, requires being acquainted with the five levels of language: phonology (sounds), morphology (structure of words), syntax (structure of words in sentences), semantics (meaning), and pragmatics (language use). This indicates that

it is not only language knowledge that helps people communicate in reality, but also language use.

The five levels of language, however, indicate also that people should be familiar with vocabulary (morphology) and how to set up vocabulary in syntactic orders (syntax) to give meaning (semantics) for communicating with others in reality (pragmatics). In case people fail to communicate with each other, language fails to fulfill its main function. In this regard, we might consider the sounds uttered as meaningful or not through their effect on others in communicative situations. Then these sounds become meaningless noise. For that reason Potter (1996) believes that “some of our verbal communication doesn’t really seem to convey ‘meaning’ in the usual sense. It is largely noise for the sake of noise. In a way it is much like the ‘speech’ of animals” (p. 194).

As the main purpose of learning a foreign language is to use it in communicative situation, this paper seeks to know how Libyan students perform in English in communicative situations. The paper is an endeavor to investigate the influence of GTM on Libyan students’ English performance in communicative situations. This paper has been conducted based on literature review regarding the topic of the study and interviewing ten Libyan teachers of English to perceive their views regarding this topic. The study, however, reaches findings and presents recommendations for improving the processes of learning and teaching English as a foreign language (EFL) in Libya. Based on the participants’ interviews, the analysis shows that GTM does not help Libyan students communicate in English; it helps them know about English. Thus, the study recommends that Libyan teachers of English to use other appropriate methods of teaching English that assists Libyan students to use English in communicative situations.

2. Literature Review

This study is directed to investigate the influence of GTM on Libyan students’ English performance in communicative situations. The study is based on literature review and interviewing ten Libyan teachers of English. Literature review is the secondary resource of information in this qualitative study. This part covers the literature that deals directly with the theme of this study.

2.1 Grammar Translation Method (GTM)

Grammar, defined by Chomsky (2006) as “the system of rules that specifies the sound–meaning relation for a given language” (p. 91), is core in language in general and in language

learning in specific. Evans and Green (2006) refer to grammar as “the discipline that focuses on morphology (word structure) and syntax (sentence structure), whether from the perspective of language learning (for example, French grammar, Latin grammar), from the perspective of language description, or from the perspective of general linguistics, where ‘grammar’ has the status of a subdiscipline alongside phonetics, phonology, semantics and so on” (p. 484). This indicates that teaching grammar plays a significant role in learning foreign languages. Teaching grammar, in fact, is associated with GTM.

The origin of GTM dates back to the late 18th century when Greek and Latin were taught in school. This method was known as Classical Method, basing mainly on teaching grammar and translating vocabulary of the target language into similar grammar and vocabulary in the source language. German scholars, such as Ploetz, Seidenstucker, Meidinger, and Ollendorf first used this method for teaching Latin and Greek in German schools from the periods 1783 to 1849. So, German teachers used to teach Latin and Greek to German students through teaching grammar and vocabulary in German. The focus was on reading and writing Latin and Greek passages.

In the early of the 19th century, the Classical Method was known as GTM, and teachers of English used it for teaching Greek and Latin, emphasizing that teaching languages are based on teaching sets of grammatical rules and vocabulary. So, the main role of teachers in the classroom was to focus on correcting grammar and translating vocabulary from one language into another at expense of communication. The result of this method, as Hull (2018) indicates, is that students “could talk about the language they had studied but could not talk in that language” (p. 64).

Though GTM is considered as a traditional method for teaching foreign languages, many schools in the world, Libya is one of them, are still using this method though, as Omar (2014) emphasizes, “GTM is not an optimum method for teaching English because the students learn the L2 through their mother tongues, not through the L2. GTM focuses on grammar and vocabulary at the expense of communication. The result is that students know grammatical rules in the L2, but they lack the ability to communicate in that L2” (p. 81). Yet, some believe that this method has some advantages, including: (i) It lessens the teacher tense for not using the foreign language in teaching, depending mainly on the native language. (ii) It helps students increase their store of vocabulary and use of grammatical rules and structures.

In general, a teacher can use GTM in teaching foreign languages through implementing four steps: (1) The teacher selects a text in the foreign language and presents it to the students in

the classroom; (2) The teacher asks the students to read the text silently and find out any grammatical rules and unknown vocabulary; (3) The teacher asks the students to translate the whole text word by word and elicit the grammatical rules found; and (4) The teacher asks the students to memorize the vocabulary and grammatical rules and use them in various examples and structures. These four steps can be shown in the following diagram:

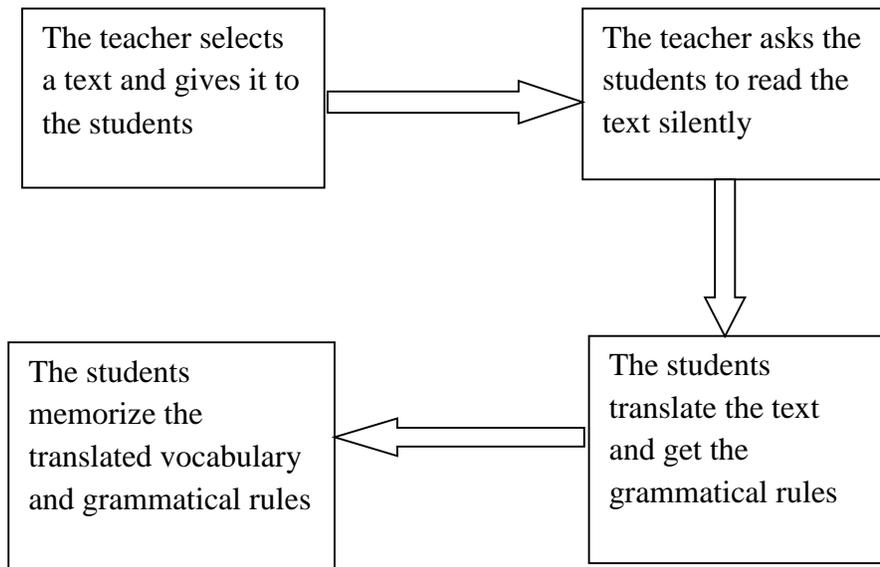


Figure 1

Freeman (2000) presents some techniques to be used when using GTM in teaching foreign languages. Some of these techniques include:

1. Translation of a literary passage. The teacher selects a specific text and asks the students to translate and pick up the grammatical rules and new vocabulary.
2. Reading comprehension questions. The teacher asks the students questions regarding the text and ask them to answer using their native language.
3. Antonyms/synonyms. The teacher asks the students to use other synonymous words or antonymous ones for the new words in the text.
4. Cognates. The teacher asks the students to identify cognates through teaching the sound patterns or spelling pronunciation that are similar in the target language and native language.
5. Deductive application of rules. The teacher teaches grammar rules through presenting various examples and asks the students to apply these rules in various contexts.
6. Fill in the blank. The teacher asks the students to fill in the blanks in sentences with the most suitable grammar item or vocabulary.

7. Memorization. The teacher gives the students a list of vocabulary and asks them to memorize and memorize their meanings in their native language.
8. Use words in sentences. The teacher asks the students to use the vocabulary and grammatical rules they have already known in various sentences from their own.
9. Composition. The teacher asks the students to write in the target language about a topic they are interested in using the vocabulary and grammatical items they have already known.

Freeman claims that GTM aims at helping students read and write in the foreign language and know about foreign language literature. Students become familiar with the foreign language grammar and vocabulary. Freeman presents some characteristics of GTM as:

- 1 It aims at teaching the foreign language for the purpose that students become able to read and write foreign language literature.
- 2 It is teacher-centered in that the teacher has the authority over students in the classroom, so he does everything.
- 3 It aims at helping students translate every single word in the target text into their native language.
- 4 It presents grammar deductively, and students are supposed to memorize grammar rules and apply these rules in various structures.
- 5 It focuses on the teacher-student interaction and neglects student-student interaction.
- 6 It neglects the role of culture in learning the foreign language and focuses only on the foreign language literature.
- 7 It focuses on reading and writing skills and neglects listening and speaking skills as well as pronunciation.
- 8 It uses students' native language as a medium of instruction with little use of the foreign language.

2.2 English as a Foreign Language

Several studies and research reveal the importance of learning English for people to be part in this globalized world. No one can deny the fact that English is the lingua franca, mediator language, in this era, where it is used among people who do not speak each other's language. Yi (2003) estimates the number of the people who learn EFL with over one billion, the number of people who learn English as a second language (ESL) with almost 235 million, and the number of the people who use English as a native language (ENL) with almost 337 million. These figures

justify the reason behind using English as a global language, which is “a particular type of language of wider communication” (Mey, 2009, p. 247).

It is vital in this study to determine the English used in Libya and the location of Libya in Kachru’s circle of countries (See the diagram below). Paton and Wilkins (2009) attribute the difficulties learners encounter while learning English to mother tongue interference. Of course, mother tongue interference takes place because of using mother tongue in teaching and learning foreign languages.

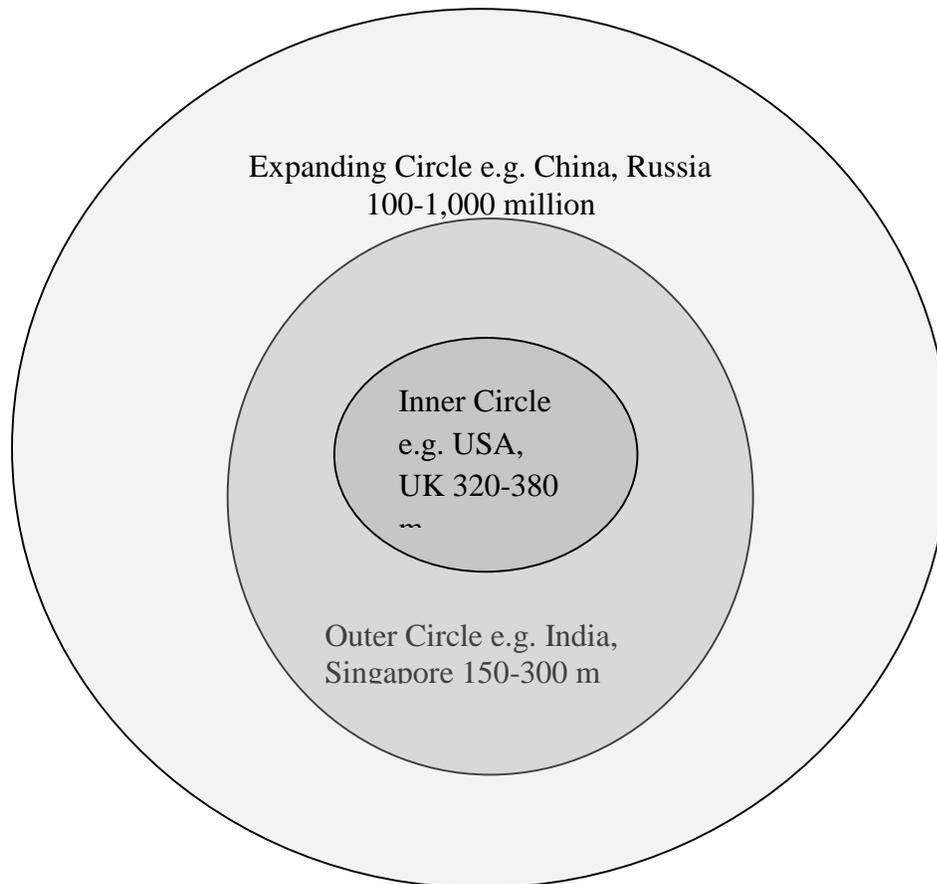


Figure 2: *Kachru’s Three Circles of English Worldwide (Schneider, 2011, p. 32)*

The diagram above shows that the users of EFL is almost one billion, which indicates the interest of learning and using English in this globalized world. The diagram, also, indicates that English can be classified as native language, second language, or foreign language based on its location in the three circles: Expanding, Outer, or Inner. Inner Circle Countries are the countries in which English is used as a mother tongue by its people. These countries include the United States, the United Kingdom, Australia, and New Zealand. Outer Circle countries are the countries in which English is used in official situations as media and street side by side with the country’s

native language. These countries include India, Pakistan, Malaysia, South Africa, Nigeria, Ghana, and other former colonies of Britain. Whereas, Expanding Circle Countries are the countries in which English is used only as a class subject in school. These countries include China, Russia, Japan, Saudi Arabia, Egypt, Turkey, Libya, Brazil, and many others around the world (Walker, 2010).

2.3 Learning and Teaching English as a Foreign Language in Libya

It has become common in most settings in Developing Countries, more specifically in the Libyan setting that we hear people say that learning foreign languages, namely English is challenging. That might be true, but learning foreign languages is not impossible, as “there is no valid reason for tragic failures in language learning, for languages can be learned” (Nida, 1957, p.2). So, people, whoever they are, can learn at least one other language to communicate with each other. In case of failure to communicate, people resort to an international language that might work as a mediator between them. This language nowadays is English, which invades the globe and imposes itself as the international language. Hence, Li (2010) believes that “one consequence of the emergence of English as the world’s de facto global language is that, whatever a person’s first-language background, he or she will be disadvantaged without learning at least some English” (p. 630).

For that reason and others, almost all countries over the world pay more attention to teaching and learning English. It is a matter of fact that Libyan government has paid extra care and attention to the significance of teaching English to the new generations to get involved in the globalized world. English, in fact, has become the passport that enables people to move from one country into another through the Internet without a visa. To know how English is important in this era, the former South Korean President Kim Dae Jung said to his people, “We will not win in world competition unless South Korea masters the lingua franca of the Internet age. Learn English or face being left behind”. Similarly, a 12-year Chinese boy claims that “if you can’t speak English, it’s like you’re deaf and dumb” (Nihalani, 2010, p. 24).

The history of teaching English at Libyan schools dates back to the times of late King Idris in 1952, who replaced teaching English instead of Italian. English at these times till 1969 was taught from 2nd grade. Though the attitude regarding learning English at the times of late Colonial Qadafi from 1969 to 1986 was negative, English was taught from 7th grade till graduation from university. The periods from 1986 to 1994 witnessed banning any endeavor for learning or teaching English in the country due to political reasons. Later, the Ministry of

Education knew the significance of English in the new era, so it started teaching English at Libyan schools gradually from 1995, starting from 10th grade in 1995 and ending from 1st grade in 2005. The Libyan Interim Government started teaching English from 5th grade in 2011, but since 2016 till present, English has been taught from 1st grade back.

We notice from the above chronological history regarding teaching English is that Libyan governments— except the period from 1986 to 1994—have always paid care to learning and teaching English in the country. Though these efforts, attempts of learning English in the country has not reached a satisfactory level, as revealed by studies and research in this field. For instance, Omar (2012) said, “Consequently, I can deduce that Libyan ELLs spend much time and effort in learning English, yet they are unable to use English perfectly or fluently in authentic situations” (p. 2). Also, Altaieb and Omar (2015) have confirmed that Libyan students go to university after studying English for six in middle and high school with no skills of speaking and listening of English. Tarhuni (as cited in Bouziane, 2003) summarizes the situation of learning English in Libya as Libyan students know about English, but they do not know how to use English in communicative situations.

In this regard, Omar and Altaieb (2015) diagnose the status of learning English in Libya as there is a problem. This problem, in fact, “is not related to English as a language, but the problem is in the methods of teaching and learning English in schools and English language institutes. The process of learning and teaching English in schools and English language institutes entails knowing about English, not knowing how to use English in authentic situations” (p. 743).

Of course, the situation of learning and teaching English in the country is almost similar to that in most Developing Countries and Expanding Circle Countries, where English is used as a foreign language. Weaver (1994), for instance, portrays the situation of learning English in such countries as students “memorized vocabulary, studied grammar, translated passages, perhaps rehearsed conversational phrases; in short, we [students] studied the language, but we [students] may never have achieved much facility in listening to or speaking the language, or in reading or writing it for any authentic purposes outside of class” (p. 65). This remark is enhanced by Omar and Altaieb (2015), who emphasize that students in such countries possess a great deal of knowledge about English, but they cannot use this knowledge in interacting with native speakers in reality. They write and read well in English, but they stand helpless when it comes to listening and speaking.

Back to the studies and research concerning with the Libyan context, researchers attribute the failure Libyan learners of English encounter when they use English in various communicative situations to several factors, the most significant of which is the method of teaching English used in Libyan schools. In this vein, Omar (2014) said, “Through the experiences of teaching and learning English in some countries in Expanding Circle, it seems that GTM, which is still used in teaching EFL in Libya, is unsuccessful and its main objective is to motivate students to know about English, not to know how to use English” (p. 190). Though several methods of teaching English used in Libyan schools, the most dominant one is GTM, in which teachers focus on teaching grammar out of context and translation from English into Arabic. This method, which was originated by German scholars in 1783 for teaching Latin and Greek to German students through teaching grammatical rules and translating Latin and Greek vocabulary and texts into German, is still used in 2019 for teaching English to Libyan students.

Though this method might work well with Latin, Greek, and German based on the fact that these languages have similarities in grammatical rules and syntactic structures, it is no good with different languages such as Arabic and English. Though this method was confirmed traditional and replaced by other methods in 1845, it is still used in Libya. Regarding methods of teaching English in Libya, Omar (2012) argues that “though a large number of methods, including Grammar Translation Method, Audio-Lingual Method, and Direct Method, and techniques have been used for teaching English in Libya, none of these methods or techniques has gained satisfaction by either Libyan English language teachers or Libyan ELLs” (p. 2).

It is true that grammar is core in language, as grammar “draws a general framework that enables people to understand meanings of words in a sentence. In other words, grammar helps people reveal what words mean in different structural and semantic contexts” (Omar, 2019b, p. 217). Yet the cultural context is also significant for learners to use language communicatively. Accordingly, Alexander (1982) explains that “learning a language is not a matter of acquiring a set of rules and building a large vocabulary. The teacher’s efforts should not be directed at informing his students about language, but at enabling them to use it. A student’s mastery of a language is ultimately measured by how well he can use it, not how much he knows about it” (p. 744).

Similarly, Chomsky and some linguists (as cited in Omar, 2018) believe that language is a system of symbols arranged and ordered in various syntactic structures, constructed arbitrarily from vocal symbols. People later use language communicatively with others who live and share

the same cultural values and symbolic representations. It is crucial, then, that the users of language know about the syntactic structures of words and sentences in addition to the cultural values of that syntactic system to use language in various social contexts. (p. 379)

Of course, Chomsky's and some linguists' ideas are enhanced by Vygotsky's (as cited in Weissberg, 2008), who believes that culture plays the most important role in using a language. Vygotsky, however, introduces his socio-cultural theory, proposing two psychological planes for developing cognitive abilities. These two planes are inter-psychological plane, which determines the relationship between an individual and other people in the community, and intra-psychological plane, which determines the relationship between an individual and his mind.

Vygotsky's order of psychological planes is core in the field of language teaching and learning. In one hand, the first plane is what we call sociolinguistics, which shows the relationship between social activities and language. The second plane is what we call psycholinguistics, which shows the relationship between language and mind. On the other hand, Vygotsky highlights the fact that as language starts as though in mind and determines the relationship between an individual and his mind, language is a social activity that requires an individual's interaction with others in a community. Hence, Orelus (2010) believes that "learning another language equals a new way of being, as language is intrinsically linked to culture" (p. 16).

3. Methodology of the Study

To fulfill the objectives of this study, the researcher conducts qualitative research method, in which he bases on literature review as a secondary resource and interviewing ten teachers of English as a primary resource. The researcher bases on his own interpretation to get information out of the data obtained from both secondary and primary resources.

3.1 Objectives of this Study

This main objective of this study is to identify the influence of GTM on Libyan students' English performance in communicative situations. This study, moreover, seeks to find ways or strategies that might help Libyan students communicate effectively in English in reality. This study might open the doors for further studies regarding this topic. In addition, this study, hopefully, might be used as a good resource for Libyan authorities in the fields of English language learning and teaching to find appropriate methods of teaching or strategies for helping Libyan students use English communicatively.

3.2 Problems of the Study

As English has become the global language in this globalized world, it has become a must that people know how to communicate in English in reality. As studies and research in the Libyan context regarding teaching and learning English reveal challenges on learning and teaching English, the problem of this study revolves around the challenges that Libyan students encounter for using English in communicative situations. Ahmad (2001), for instance, sees that teaching and learning English in Libyan schools are fully unsatisfactory with a lot of challenges. After several years of learning English at school and English language centers, Libyan students are still poor users of English in all skills in general and in oral skills in specific.

Abu Srewel (2002), also, conducted a study on teaching and learning English in Libya, concluding that Libyan students are poor users of English even after graduating from the university. He attributes the reasons behind this failure in using English to the methods of teaching English used in Libyan schools. Similarly, Shihiba (2011) reaches the conclusion that Libyan graduate students from English Departments at Libyan universities are poor users of English in communicative situations due to lack of using speaking and listening skills at university.

Based on these studies and others, the researcher sees that there is a problem that requires more investigation and remedies.

3.3 Questions of the Study

To reach findings, the research has set up a main question for this study followed by some sub-questions for the sake of shedding lights on the topic of this study. Based on the literature review of this study and interviewing ten Libyan teachers of English, the researcher has set up the following main question of the study as:

What is the influence of GTM on Libyan students' English communicative performance?

To investigate and answer the main question of this study, the researcher has posed some other sub-questions that might be related directly or indirectly to the main question of this study. These sub-questions are as follows:

1. Why do Libyan teachers of English prefer using GTM in teaching English in Libya?
2. How do Libyan teachers of English and Libyan students see this method?
3. What are any other factors that cause challenges for learning and teaching English in Libya?
4. Which method works more effectively in Libyan setting?

3.4 Scope and Limit of the Study

The scope of this study is directed to identifying the influence of GTM on Libyan students' English communicative performance. The scope of this study is directed, also, to investigating the reasons behind using this method in teaching English in Libya. This study is about Libyan setting conducted in the Department of English at three public universities in Libya from the periods between November 2018 and May 2019.

3.5 Participants of the Study

The participants of this study are ten teachers of English who teach in the Department of English at three Libyan universities. These participants are also working part time at some English language centers in different levels in different cities in Libya. The participants of the study were selected randomly and have had the same educational backgrounds: their first language is Arabic, and English is their foreign language; they learned English in Libya and are teaching English in Libya at the time of running the interviews. They were willing to run the interviews. The participants majors are English. Three of the participants are holders of PhD: one from the United States and two from England, and seven are holders of MA: four from Libya and three from England.

3.6 Data Collection

The data were collected mainly through primary resources and secondary resources. The secondary resources include books, articles, periodicals, and authorized websites relevant to the topic of the study. The primary resources include interviewing ten Libyan teachers of English, who were teaching English at Libyan universities and English language centers. The researcher used interviewing to understand meaning of the reality as seen by the interviewees. The primary resources, in fact, provides the researcher with opportunities to know more about the phenomenon of the study. Through the face-to-face interviews with the participants of the study, the researcher could reach significant points relevant to the influence of GTM on Libyan students' English performance in communicative situations. The researcher has already prepared questions relevant to methods of teaching English in Libya (See appendix 1).

The researcher set up specific questions in specific order to fulfill the objectives of the study and cover all aspects of methods of teaching English in Libya. The researcher used clear language and simple words. The researcher took into account all the participants' answers and comments. The questions were classified into three parts: Part One personal questions; Part Two

methods of teaching English in Libya; and Part Three most appropriate method of teaching English to be used in Libya.

4. Findings of the Study

Based on the data analysis and reviewing the literature review, the researcher has obtained the following findings:

- The analysis of the data obtained reveals that the dominant teaching method used in Libya is GTM, and this method affects negatively on Libyan students' English performance in communicative situations. In fact, methods of teaching have a great role in affecting on learners' performance. This, in fact, agrees with what Orbeta and Decano (2019) claim in that "language pedagogy, which involves teaching methodology, teaching technique and instructional assessment, are vital factors that are associated with the performance of students in English" (p. 67).
- The data analysis shows that the teachers of English find difficulties in teaching English at schools. This, in fact, is supported by many studies and research in the Libyan setting. For instance, Algwil (2019) explains that "given the political crisis in Libya, the recent armed conflict and the effect on its higher education system, Libyan students face many challenges at this time" (p. 246).
- The analysis shows that though the participants see that GTM is not useful in helping Libyan students use language in communicative situations, they have to use it because of some circumstances, the most important of which is that the level of Libyan students is low.
- The analysis reveals that the participants prefer using communicative language teaching approach as it is effective, but they cannot use it in the Libyan context due to several reasons, amongst of which are: the number of students in classroom is huge; lack of technological devices; lack of students' motivation.
- The analysis shows that participants lack knowledge about the most modern methods of teaching English used in Developed Countries due to lack of participations in international events, such as conferences, workshops, and seminars. Some of the participants have never attended any international event.
- The analysis reveals that Libyan students are not producers of English; they are receivers.

- The analysis shows that the participants motivation in teaching English is extrinsic. Most of them teach English for other reasons than helping Libyan students use English communicatively.

5. Recommendations

Based on the findings obtained, the researcher is presenting the following recommendations that might help the situation of learning English in Libya. These recommendations include the follows:

- The Libyan government should send Libyan teachers to English-speaking countries to be aware of the most modern teaching of English used.
- The Libyan universities should send Libyan students in advanced levels to English-speaking countries to practice English with English native speakers and be aware of the English culture.
- The Libyan universities should dedicate amount of money for the teachers to participate in international events annually.
- Departments of English at the Libyan universities should conduct conferences and workshops regarding methods of teaching English, inviting international scholars and educators to present in such events.
- The number of students at all levels of school should be reduced to give opportunities to Libyan students to practice English in classrooms, as well providing social learning environment. This agrees with Chen (2018) who emphasizes the role of social environment, stating, "In the social learning environment, the EFL learner interacts with the more knowledgeable others via formal interaction and informal interaction" (p. 183).
- Libyan teachers of English should stop using GTM and find out other appropriate methods that suit Libyan students' and teachers' abilities and school facilities.
- Teachers of English should teach grammar in context and use pedagogical grammar, not the traditional one.
- Teachers of English should shift classroom from teacher-centered into learner-centered through involving students in the process of learning and teaching.

6. Conclusion

The literature review above and the data analysis of the data obtained from the interviewees reveal that teaching English in Libyan schools is still unsatisfactory due to various reasons, the most important of which is the teaching method used. Though GTM ceased being used in almost all Developed Countries, it is still commonly used in almost most Developing Countries. This method, in fact, has proven failure in helping English language learners use English in communicative situations. It has been used for teaching only two skills: reading and writing, neglecting the other two skills: listening and speaking. Also, this method was used for teaching similar languages, such as Latin, Greek, German, and English which all belong to the same family of languages.

As the main function of language is a way of communication among people, teaching foreign languages should be directed on how to use language, not to know about language. Language use, rather than language knowledge, should be the objective of teaching EFL in Libyan schools. Of course, grammar is core in using language, but grammar should be taught in context. This paper, however, highlights the negative influence of GTM on Libyan students' English performance in communicative situations. The paper tries to provide remedies and suggestions for improving the situation of teaching and learning EFL in Libya. It recommends, for example, ceasing using GTM and replacing it by other modern methods of teaching English that suit Libyan students' and teachers' abilities and school facilities.

References

- Abu Srewel, F. (2002). The use of the learner's mother tongue in teaching English as a foreign language in some Libyan secondary schools in Tripoli. Unpublished masters' thesis, The Academy of Post-Graduate Studies, Tripoli, Libya.
- Ahmad, M. A. (2001). A critical evaluation of the error correction techniques used by Libyan teachers of English at the secondary schools. Unpublished masters' thesis, The Academy of Post-Graduate Studies, Tripoli, Libya
- Alexander, L. G. (1982). *Practice and progress: Teacher's book*. Essex: Longman.
- Algwil, K., (2019). The application of the communicative language teaching method in the Libyan class at a UK university: Lesson Plan, Rationale and Evaluation. *PUPIL:*

International Journal of Teaching, Education and Learning, 3(1), 245-257. DOI-
<https://doi.org/10.20319/pijtel.2019.31.245257>

Altaieb, S. & Omar, Y. Z. (2015). Obstacles Libyan teachers of English encounter while implementing English language curriculum in Libyan high schools. *Journal of Modern Education Review*, 5(1), 840-853. [https://doi.org/10.15341/jmer\(2155-7993\)/09.05.2015/004](https://doi.org/10.15341/jmer(2155-7993)/09.05.2015/004)

Bouziane, A. (2003). ELTeCS MENA conference in Libya on teacher training. *English Language Teaching Contacts Scheme*, 20-21.

Chen, R. (2018). Using effective exposure time (EET) as a measurement of EFL students' learning. *PUPIL: International Journal of Teaching, Education and Learning*, 2(2), 181-188. <https://doi.org/10.20319/pijtel.2018.22.181188>

Chomsky, N. (2006). *Language and mind* (3rd ed.). Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511791222>

Evans, V and Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press Ltd. <https://doi.org/10.1515/COG.2006.016>

Freeman, L. D. (2000). *Technique and principles in language teaching* (2nd ed.). Oxford: Oxford University Press.

Hull, T. (2018). Content-based instruction: A communicative approach for the EFL classroom. *PUPIL: International Journal of Teaching, Education and Learning*, 2(3), 63-77. <https://doi.org/10.20319/pijtel.2018.23.6377>

Li, D. C. S. (2010). When does an unconventional form become an innovation? In Kirkpatrick, A. (Ed.). *The Routledge handbook of world Englishes*. (pp. 617-633). London and New York: Routledge.

Mey, J. L. (2009). *Concise encyclopedia of pragmatics*. Oxford: Elsevier Ltd.

Milan, M. C., (2019). English speaking anxiety: Sources, coping mechanisms, and teacher management. *PUPIL: International Journal of Teaching, Education and Learning*, 5(2), 01-28. <https://doi.org/10.20319/pijtel.2019.52.0128>

Nida, E. A. (1957). *Learning a foreign language*. Michigan: Friendship Press.

Nihalani, P. (2010). Globalization and international intelligibility. In M. Saxena and T. Comoniyi (Eds.). *Contending with globalization in world Englishes*. (pp. 23-44). Bristol, Buffalo, and Toronto: Multilingual Matters. <https://doi.org/10.21832/9781847692764-005>

- Omar, Y. Z. (2019a). Effects of morphological levels on understanding meaning of words in English. *Proceedings of Engineering & Technology (PET)*, 24-29. http://ipco-co.com/PET_Journal/papers%20proceedings/proceedings%20english%20session%20march.pdf?fbclid=IwAR2MrXi_lk_RcJGjG7mCXbwMGSXdMN_UFthU-0W2r-T_I8mKhVq1MeAdvd4
- Omar, Y. Z. (2019b). Teaching pedagogical grammar in context to enrich English language users' academic writing. *International Journal of Linguistics, Literature and Translation*. 213-225.
- Omar, Y. Z. (2018). Syntactic theory perception on language acquisition. *Journal of Faculty of Arts, University of Benghazi*. 42, 378-391.
- Omar, Y. Z. & Altaieb, S. (2015). Culture awareness and learning English as a second language. *Journal of Modern Education Review* 5(8): 739-757. [https://doi.org/10.15341/jmer\(2155-7993\)/08.05.2015/003](https://doi.org/10.15341/jmer(2155-7993)/08.05.2015/003)
- Omar, Y. Z. (2014). Perceptions of selected Libyan English as foreign language teachers regarding teaching of English in Libya. Unpublished doctoral dissertation, University of Missouri Columbia
- Omar, Y. (2012). Synthesis of whole language and learning English as a foreign language. *Missouri Bulletin English*. 1-20.
- Orbeta, E. D. and Decano, R. S. (2019). Factors associated with students' performance in English in the implementation of Spiral Progression. *PUPIL: International Journal of Teaching, Education and Learning*, 3(1), 45-70. <https://doi.org/10.20319/pijtel.2019.31.4570>
- Paton, A. and Wilkins, M. (2009). ESOL learners. In A. Paton and M. Wilkins (Eds.). *Teaching adult ESOL: Principles and practice*. (pp. 7-17). New York: National Research and Development Center.
- Potter, W. J. (1996). *An analysis of thinking and research about qualitative methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Orelus, P. W. (2010). *Academic achievers: Whose definitions?* Rotterdam, Boston, and Taipei: Sense Publishers.
- Schneider, E. W. (2011). *English around the world: An introduction*. New York: Cambridge University Press.

- Shihiba, S. E. S. (2011). An investigation of Libyan EFL teachers' conceptions of the communicative learner-centred approach in relation to their implementation of an English language curriculum innovation in secondary schools. Unpublished doctoral dissertation, Durham University, England.
- Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*. Oxford: Oxford University Press.
- Weaver, C. (1994). *Reading process and practice: From socio-psycholinguistics to whole Language*. (2nd ed.), Portsmouth, NH: Heinemann.
- Weissberg, R. (2008). Critiquing the Vygotskian approach to L2 literacy. In D. Belcher and A. Hirvela (Eds.). *The oral-literate connection: Perspectives on L2 speaking, writing, and other media interactions*. (pp. 26-45). Michigan: The University of Michigan Press.
- Yi, Y. (2003). Introduction. In L. G. Ling, L. Ho, J. E. L. Meyer, C. Varaprasad and C. Young (Eds.). *Teaching English to students from China*. (pp. xiii-xxi). Singapore: Singapore University Press.

Appendix (1)

Part I: Personal Questions

How did you learn English?

Where did you learn English?

When did you start teaching English?

Why do you teach English?

Second: Methods of Teaching English used in Libya

Which method of teaching was used when you were a student?

What do you think of this method?

Which method are you using now?

Why did you select this method?

What do you think of this method?

Third: Most appropriate method to be used

Which method of teaching English you believe is the most effective in the Libyan setting?

Why do you select this method?

What are challenges that you might encounter in applying this method?

What are requirements for using this method in Libya?

If you have more information, please provide.