

Importance of Teaching English Language Skills in Yemen to Make it a Second Language  
Instead of a Foreign One

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**Importance of Teaching English Language Skills in Yemen to Make it a  
Second Language Instead of a Foreign One**

**Najeeb Hussein Saleh Al Daybi<sup>1</sup>, Dr. Mirza M. Baig<sup>2</sup>**

<sup>1</sup> Ph. D. Scholar, People's College Research Centre, S. R. T. M. University, Nanded,  
Maharashtra (India)

<sup>2</sup> Associate Professor and Research Guide, Post Graduate Dept. of English and Research Centre,  
People's College, Nanded, Maharashtra (India)

**ABSTRACT:**

In Yemen, English is a symbol of people's aspirations for better education and a greater involvement in national and international affairs. The noticeable effect of this nearness of English is that it is today being requested by everybody at the underlying phase of tutoring. Today ELT in Yemen is energetic and dynamic. The entire encouraging the worldview's context has shifted dramatically. This article examines the progression of this transformation, as well as the reasons and consequences. while contrasting this with the course of ELT in various places where it has been implemented. It has always been a second language in Yemen.

**Keywords:** English Language, Vocabulary, Goals, Encouragement

**Introduction**

Each educational framework has specific goals in mind, all of which are aimed at bringing about positive changes in students. The foundational mastermind learning experience will help you make such adjustments. Learning accomplishments can be decided upon in the same way that this experience's progressions can be. This is a test and a learning experience. English has become a worldwide language, and learning it as a foreign or second language has become increasingly popular. English began life in Yemen as an unknown vernacular, yet a despised language, due to its link with the British colonizer to the south Yemen. English has progressed

greatly from being a despised instrument of persecution to the cautiously embraced most frequently used language to the materialistic trifling of affluent nations to its current position as a later language. In fact, designating Arabic as a first language for all people of Yemeni culture will not be a misrepresentation. The full ELT perspective also travelled to every portion of the total array of alteration, just as the language's standing underwent constant rehash. The Yemeni study hall was transformed in light of the rise of English as the global language at the end of the twentieth century.

The development of the Yemeni economy has created a variety of motives to learn the language. While prior in the century students who had some expertise in English joined either educating or the common administrations, presently a totally different range of openings for work has opened up. There are currently considered centers that require mentors to provide their employees with relational skills, multinationals that have been selecting advertising staff that must be able to communicate in English, and medical interpretation centers that require effective interpreters and correspondents. Those desirous of moving west required expert aid in passing tests such as the IELTS. As a result, the roads where ELT is now necessary in Yemen are limitless. For a long time, English has been taught in our schools and colleges. It is in the position of being a companion official language. It is commonly used as a communication language in offices and among well-informed people. It is not only a required topic in school, high school, and college, but it is also a major medium for counseling. It's the language of research and development. It refers to the placement of a second language in the school's educational plan as well as for advanced education. The job of library language has been assigned to English. Whatever the case may be, every school student must study English as a subject, usually for a long time but occasionally for an extended period of time.. English language instructing as a control has established a name for itself in Yemen and internationally over the last few years, and English language encouraging historiography has likewise gained unmistakable quality. It is now possible to refer to a vast collection of writing dedicated to this field of study. Regardless, despite the fact that English language instruction has been going on for a long time in Yemen, there is no archive that includes a comprehensive history of English language instruction in Yemen. Currently, English language instruction has gained the status of a new order, and its relative importance has increased.

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### **LEARNING A LANGUAGE**

Every language is structured in an unusual fashion, and the diverse structures provide clients a variety of significant propositions. As a result, as we become more familiar with our first language, our mind 'tunes in' to how that language works, and we learn how to focus on specific prompts to speak that are generally effective. When we encounter a different dialect, our brain instinctively tries to apply the original language experience by looking for commonalities. Learning a new dialect entails developing new understandings of the special signals to suggesting that the new dialect provides, which differ from those in our original language. The ability to share knowledge, abilities, and procedures across dialects is highly dependent on how the two are composed.

### **ROLE OF A TEACHER:**

Sir Philip Sydney once observed, "Instructing is the end of all learning." An educator's primary responsibility isn't merely to ensure that the students comprehend what he or she is about to say or teach. It is also the instructor's responsibility to comprehend what the student requires and expresses.

Two elements play critical roles in instructing learning process: the educator's communicating limit and the students' getting limit. The instructive learning technique will be ineffective without both angles. The process of education is similar to producing sound by cheering. We can't applaud without two hands. In the same way, without the right instructor and students, the training learning process is meaningless. Educating should be a deserving of deep and thorough understanding of a concept. Instructing should motivate students to face the world, which is full with political, social, universal, as well as close to home debates, fearlessly. It should instill confidence in the understudies. The students are aided by the effective instruction.

### **TEACHING ENGLISH AS A SECOND LANGUAGE**

The Council of Chief State School Officers (CCSSO) of the United States defines English language proficiency as follows: A fully bilingual student can use English to ask questions, communicate with educators, comprehend materials, test ideas, and criticise what is being asked in the homeroom. As a pursuer, four linguistic abilities boost capability to:

Perusing - the ability to comprehend and decipher stuff at the appropriate age and grade level.

Tuning in - the ability to comprehend the educator's and guidance's language, to absorb and extract facts, and to complete the instructional conversation in which instructors provide data.

Composing - the ability to deliver written content with substance and structure that meets the needs of homeroom assignments at the appropriate age and grade level.

Talking - the ability to use oral language effectively and appropriately in learning activities (such as peer mentorship, collective learning exercises, and question-and answer sessions) in the study hall and in social collaborations at school. As a result, in teaching English as a second language to students, the educator should keep this in mind.

## **LANGUAGE PROFICIENCY TESTS**

Language competence assessments, according to Oller and Damico (1991), can be linked to three different modes of thinking. The discrete point approach, for example, is based on the assumption that language capability is made up of detachable segments of phonology, morphology, dictionary, grammar, and so on, each of which could be further divided into distinct inventories of components (e.g., sounds, classes of sounds or phonemes, syllables, morphemes, words, expressions, state structures, and so forth). A discrete point language capability test typically employs testing organisations such as phoneme segregation projects, in which the test taker must determine whether two words presented aurally are the same or different (e.g.,/ten/versus/cave/). A comparison model could be a vocabulary test that needs the test taker to pick between two options.

## **TECHNICAL ENGLISH-THEORY**

The primary goal of this course is to help students improve their listening skills for academic and professional goals:

1. To aid students in gaining the ability to communicate effectively in English. conditions are taken into account
2. Create appealing understanding abilities by instilling a proclivity for understanding.

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3. To help understudies improve their active and passive jargon.
4. To acclimate students with various expository elements of logical English.
5. To enable students to write effective letters and reports in both formal and informal settings circumstances in the workplace.

Networked Computers and specifically organized programming are used to prepare for the lab. The objectives of the practical preparation are listed below.

1. To prepare design and innovation students with effective speaking and presentation skills, ability to listen in English.
2. To increase the performance of students during placement interviews, group discussions, and other enrollment exercises.

### **CONCLUSION:**

In our country, it is estimated that 65 percent of students come from provincial regions and attend local language medium schools. Following that, we need to organize the program and receive approaches to test their English language abilities based on their experience. Along these lines, it is critical to have a point-by-point discussion about whether the current educational program is meeting a critical need and is appropriate for students in achieving their objectives, whether the current techniques for testing student capability are reasonable, and whether supposition and proposals from encouraging English language resources in specialized foundations are to be acquired. Consider all of the aforementioned points and make a list of them.

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