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## **Problems of Teaching English Language at the Intermediate Stage in Al-Makhwah Province**

by

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### **Abstract:**

This study aimed to reveal the problems of English language teaching at the intermediate stage in Al-Makhwah Province from the teachers' and educational supervisors' perception. To achieve this goal, a descriptive survey design was used. The study sample included (50) intermediate stage English language teachers and (3) educational supervisors in Al-Makhwah governorate. The researchers used a questionnaire as the study tool. The results showed that problems of teaching the English language related to the objectives, content, methods of teaching, educational technologies and assessment exist to a (high) degree. In the light of these results, the researchers recommend adopting student-centered teaching methods of the English language rather than traditional methods based on grammar translation and lecturing. As well as providing guidance programs for students on effective ways of studying English language, to increase their sense of self-efficacy in learning English.

**Keywords:** Problems of Teaching English, Intermediate Stage



### المستخلص

هدفت هذه الدراسة إلى الكشف عن مشاكل تدريس اللغة الإنجليزية في المرحلة المتوسطة بمحافظة المخواة من وجهة نظر معلمي اللغة الإنجليزية والمشرفين التربويين. لتحقيق هذا الهدف، تم استخدام المنهج المسحي الوصفي. أجريت الدراسة على عينة مكونة من (50) معلم لغة إنجليزية للمرحلة المتوسطة و (3) مشرفين تربويين في محافظة المخواة. كما طور الباحثان استبياناً كأداة للدراسة. وأظهرت النتائج أن مشاكل تدريس اللغة الإنجليزية المتعلقة بالأهداف والمحتوى وطرق التدريس والتقنيات التعليمية والتقييم متوفرة بدرجة (عالية). وفي ضوء هذه النتائج، يوصي الباحثان بضرورة تبني طرق تدريس اللغة الإنجليزية التي تركز على الطالب بدلاً من الأساليب التقليدية القائمة على الترجمة والمحاضرات. بالإضافة إلى توفير برامج إرشادية للطلاب حول الطرق الفعالة لدراسة اللغة الإنجليزية، وذلك لزيادة إحساسهم بالكفاءة الذاتية في تعلم اللغة الإنجليزية.

**الكلمات المفتاحية:** مشكلات تدريس اللغة الإنجليزية، المرحلة المتوسطة



## Introduction

In recent years education is considered as one of the important issues for any state. The quality and the level of any educational institution is measured by the competency of its teachers and their own teaching skills, as teaching is considered as the heart of the learning process. Many countries of the world have sought to develop English language teaching, developed curricula, and held conferences. The Kingdom of Saudi Arabia is one of the countries that has sought to develop English language teaching through developing intermediate stage curricula, developing English language teacher preparation programs, holding conferences, holding seminars and panel discussions, supporting research, and establishing specialized centers that support the development of English language teaching.

The teaching process is constantly evolving with the development of this era in which knowledge increases, and the English language curricula develop, as some problems arise in the teaching process considering these variables. This requires a continuous review of the teaching process to keep pace with these changes to reach a high degree of educational attainment, which is the basis for the development and prosperity of communities.

Many researchers have conducted many studies to solve problems and help teachers to overcome their difficulties. They have also tried to find the relationship between the results of research and teaching and learning English as a foreign language. So, they should find some well-planned and organized ways to facilitate the process of learning and teaching. This research sheds light on problems of teaching English as a foreign language. It also discusses why the teachers find difficulties while teaching English language, and what they should do to facilitate the teaching process.

### **Research Problem:**

Teaching English as a Foreign Language (TEFL) has become very popular during the last century. Teachers face different kinds of problems and obstacles that make the teaching process weak. Teaching English in the Arab countries, especially in Saudi Arabia, encounters many problems that prevent teachers from doing their



work properly. Some of the problems faced by Saudi teachers are unique due to many factors. Though English is introduced as a mandatory subject in the Saudi educational system from the primary stage, there are still some problems in teaching English, especially for the intermediate stage. Education in Saudi Arabia faces different kinds of obstacles due to the teaching style, content, teaching aids and evaluation. Halaby study (2015) revealed various problems facing English teachers at primary stage in teaching English at Nabulus General schools

The researchers conducted an exploratory study on (18) intermediate school teachers in Al-Makhwah Governorate in order to identify the problems of English language teaching. The results showed that 57% of the respondents agree that the content of the English materials is one of the teaching problems that face teachers. While 68% were agree that the intermediate school teachers lack use of various teaching aids. In addition to that 73% of respondents agree that teachers depend on textbooks as the only source of teaching English primary stage.

Working as English teachers for many years, the researchers observed that English language teachers face many problems while teaching English to students. These problems were concerned with content, teaching objectives, educational technologies, evaluation, teachers, and students. Therefore, this research tries to investigate the problems of teaching English language at the intermediate stage in Al-Makhwah Province.

### **Research Questions:**

1. What are the problems of teaching English language at the intermediate stage in Al-Makhwah Province related to the objectives from the perception of teachers and educational supervisors?
2. What are the content-related problems of teaching English language at the intermediate stage in Al-Makhwah Province from the perception of teachers and educational supervisors?
3. What are the problems of teaching English language at the intermediate stage in Al-Makhwah Province related to teaching

methods from the perception of teachers and educational supervisors?

4. What are the problems of teaching English language at the intermediate stage in Al-Makhwah Province related to educational technologies from the perception of teachers and educational supervisors?
5. What are the assessment problems of teaching English language at the intermediate stage in Al-Makhwah Province from the perception of teachers and educational supervisors?
6. What are the teacher-related problems of teaching English language at the intermediate stage in Al-Makhwah Province from the perception of teachers and educational supervisors?
7. What are the student-related problems of teaching English language at the intermediate stage in Al-Makhwah Province from the perception of teachers and educational supervisors?

#### **Research Objectives:**

This research aims to:

1. Know the problems of teaching English language at the intermediate stage in Al-Makhwah Province related to the objectives.
2. Know the problems of teaching English language content at the intermediate stage in Al-Makhwah Province.
3. Know the problems of teaching English language at the intermediate stage in Al-Makhwah Province related to methods of teaching.
4. Know the problems of teaching English language at the intermediate stage in Al-Makhwah Province related to educational technologies.
5. Identify the assessment problems of teaching English language at the intermediate stage in Al-Makhwah Province.
6. Know the problems of teaching English language at intermediate stage in Al-Makhwah Province related to the teacher.
7. Know the problems of teaching English language at intermediate stage in Al-Makhwah Province related to the student.

#### **Significance of the Research:**

The significance of the research is evident in that it may:



1. Help officials in the field of developing English language curricula by identifying the most important problems of teaching English language.
2. Clarify for education administrators and school leaders the problems of teaching English language and how to find appropriate solutions for them.
3. Explain for teachers the problems of teaching English language that hinder the teaching process and affect their performance.
4. Indicate for parents the reasons for the low achievement of their children in English language to work with the school administration to overcome these problems.

#### **Research Limits:**

- **Objective limits:** English language teaching problems related to teaching methods, educational objectives, content, educational technologies, evaluation, teacher, and student.
- **Human limits:** All intermediate English language teachers and educational supervisors in Al-Makhwah Governorate.
- **Spatial limits:** Intermediate stage schools in Al-Makhwah Province.
- **Time limits:** The second semester of the year 1442/1443 AH.

#### **Research Terms:**

##### ***Problems of teaching English language:***

The researchers define them as: the problems that face the English language teachers at the intermediate stage. They are related to teaching methods, educational objectives, content, educational technologies, evaluation, teacher, and student.

#### **Literature Review:**

##### **Objectives:**

Educational aims, serve as the scientific basis and a springboard for planning any educational program. Aims are the starting points underlying the whole educational process, which decide the various elements and components, including the aids and material, the teaching methods and techniques that would help both the teachers and the students achieve the desired outcomes. Aims can also be viewed as a scientific method aimed at attaining the educational philosophy the society attempts to achieve out of education (Al-



Ghamdi, 2012, p. 8). In this respect, learning objectives can be defined as the experiences and behaviors that the educational institution seeks to develop, shape, achieve, and sustain in the students with the purpose of influencing them and directing their behaviors (Kanwaneh, 2018, p. 7).

The most widespread classification of educational goals in the existing literature is Bloom's Taxonomy. In this taxonomy Bloom developed a framework for categorizing educational goals consisting of six major categories arranged gradually from lowest to highest in a hierarchical manner, where the lowest level is the bottom of the pyramid, and the sixth level is in the top of the pyramid. The levels of knowledge goals are classified in this taxonomy as follows.

Halaby (2015, p. 44) argues that the major problems encountered by teachers in terms of objectives are the lack of clarity of general aims (goals) as well as the specific objectives of the subject that the teacher should strive to achieve within specific time periods according to the nature and levels of each objective. The researchers agree with the view that there are many problems related to objectives that negatively affect teachers' ability to teach English effectively, most notably the lack of the needs of students, the lack of connection to the objectives and the students' interests and tendencies, and their lack of connection with the context and environment.

### **Content:**

Content refers to the facts, observations, data, perceptions, feelings, sensations, designs, and solutions that are extracted or inferred from what the human mind understood, built, reorganized and arranged for the products of life experience that he went through and worked to transform them into plans, ideas, solutions, knowledge, concepts, generalizations, principles or theories (Saada & Ibrahim, 2014, p. 254). The content is also known as the content of learning or the content of the curriculum in the broad sense, as the content includes the scientific material, the skills contained in the prescribed books, as well as the emotional aspects that the content of books sometimes refer to, or educators see the need to develop them through the teaching process (Kandil, 2008, p. 25).





When teaching students, the four language skills, Karademir and Gorgoz (2019, p. 124) state that the instructional activities, learning units, and contents embedded in the textbook serve as pivotal elements in the teaching and learning processes. However, the content of the textbook is not enough to help students master these skills. The problem gets further complicated if the textbook itself involved inherited challenges in teaching the four language skills. For instance, some required components for the effective delivery of the language skills may not exist in the textbook; to give just a few examples the strategy, practice, and activities that involve the competencies necessary for the students to master the taught skills could not enjoy enough place in the textbook.

Noom-Ura (2013, p. 143) adds that amongst the major EFL problems associated with the content are the problems included in the curriculum and the textbook. He lists four main challenges that can affect the quality of the teaching and/or learning process, these are futility, ambiguity, or lack of clarity of the management guidelines for the curriculum activities. In addition, the content area included in the curriculum may be too wide in scope so that it cannot be covered appropriately. A third problem is related to teachers' inability to understand the specific details of the curriculum, thus being ineffective in delivering and implementing it. Finally, the problem could not be in the curriculum per se, rather in the localization process; in other words, to what extent the curriculum suits the local circumstances of the students and setting and receives their education.

### **Teaching Methods:**

Harmer (2000) analyses many methods of teaching language skills such as writing and speaking and how they differ in many ways. He focuses on the written result or the writing process itself when teaching writing. This method is carried out in phases, with each stage requiring a different degree of writing ability to build this talent step by step. The capacity to talk fluently is required for teaching speaking since it requires not just knowledge of language aspects but also the ability to process information and language on the fly. According to Harmer (2007), excellent speaking activities



should be engaging and encouraging. It's a good idea to expose pupils to varied dialects.

In this respect, Bobojonova (2020, 431-433) argues that there are several methods to encourage students to use language in communication. For example, teachers can use drama activities to initiate and maintain dialogues among students in the class; storytelling in which students are asked to summarize or create a story and tell their peers; the writing race that transfer the writing process into an exciting activity for students; and Writing Karaoke, which includes breaking down the lesson into small fragments with each student is responsible for performing a segment. Furthermore, role playing is a widely used method in the language class due to its motivating influence on students.

There are several EFL teaching problems and challenges associated with the teaching methods, including relying mainly in teaching English on Grammar-Translation Method, which is only suitable in certain contexts and for specific purposes, and therefore it is not appropriate to generalize this to all teaching and learning settings. Moreover, communication inside the classroom within the Grammar-Translation Method is basically through the source language of the students, thus there are no opportunities made available for practicing the target language (English in this case). Another equally important side of the problem concerning using the Grammar-Translation Method as the main method for teaching the language is that the foreign language is introduced as second language, thus barely used in authentic situations (Panchal & Phil, 2019, p. 446).

To address these problems, Gultom (2016, p. 1240) emphasizes the need to employ the teaching methods that are commensurate to the purposes of teaching English. It is well known that the various purposes of learning English depending on the reason why the learner wants to learn the language. Learning English includes academic purposes, business purposes, tourism purposes, or for general purposes. Each aspect of these purposes requires a specific teaching method or a set of teaching method that could fulfill the purposes behind learning English.



### **Educational Technologies:**

Educational technologies are defined as an integrated system that includes tools, devices, materials, and educational situations that are used within the educational communication framework with the aim of improving the teaching and learning process. materials, devices and machines, and those educational techniques are concerned with preparing the educated, conscious, active and interactive person with life Al-Abdullah (2019, p. 23).

Junaidi et al. (2020, pp. 5057-5060) list four major problems associated with making use of Educational Technology within EFL teaching and learning. The first common problem is the teachers and the students' lack of information technology knowledge and basic skills necessary for taking advantage of educational technology in the teaching and learning processes. Moreover, the unavailability of physical facilities and stable internet connection required for utilizing information and communication technologies in the instructional process along with qualified teachers. Another problem in this respect stems from teachers' fixed mindset and resistance to change and to make use of the technology in their teaching practices. This is partially due to their lack of confidence in their ability to use educational technology in an appropriate fashion and for the right reasons. The fourth major problems associated with using educational technology in EFL teaching and learning is the long period of time spent in employing technology in the instruction.

### **Evaluation:**

Ghaicha and Oufela (2021, p.p 1, 10) add that teachers are usually unable to make appropriate use of formative as well as summative evaluation and assessment procedures. The authors attribute this problem to myriad challenges they encounter with respect to the instructional setting, the organizational problems, and the pedagogical obstacles to the implementation of assessment procedures. Besides they list a number of obstacles that hinder the appropriate application of formative and summative assessment procedures in English class, namely: the insufficient time allocated to planning instructional activities; the learners' lack of motive to participate in the assessment procedures; students' misunderstanding



of the criteria and standards; the teachers' and students' unfamiliarity with formative assessment procedures; the other forms of work the teachers have to do in addition to the in-class instruction.

### **Teacher:**

The teacher plays many important roles in the learning process, which can be explained as follows:

- Expert of learning (specialist): The important and prominent role of the teacher is that he is a specialist or an educational expert, that is the person who plans, guides and performs learning, and this role is considered an essential role for him.

- Leader (Administrative): The second important job of the teacher is to create and manage the learning environment and the implications of this role are decisions that guide the work of the teacher in the classroom, such as establishing rules and procedures for learning activities.

- The mentor (advisor): The teacher should be sensitive to human behavior, and should be prepare for responsibility and build minds, especially when behavioral problems obstruct the students' learning and development.

- In a classroom, the instructor is the most significant aspect in the learning process for pupils.

Rao (2018, p. 112) states that the major EFL teaching problems associated with the EFL teachers are the absence of adequate preparation in their majoring at the faculties and institutes of education; the lack of teachers' motivation to imitate and innovate in their teaching practices; the teachers' use of inappropriate teaching methods; and the teachers' unfamiliarity with the right methods to motivate students and to build on their strengths, interests, and preferences.

Based on reviewing existing literature investigating EFL teaching problems associated with the EFL teachers, Tabatabaei and Loni (2015, p. 48) concluded that the low-level salaries of English language teachers and the lack the deserved self-sufficiency and social standing in the society are major obstacles facing teachers in performing their jobs. This makes teachers overlook the vital aspects



of language instruction, such as using English for communicative purposes and providing authentic situations for the students to practice the language.

#### **Student:**

Abrar (2016, p.p. 96, 97) states that students' lack of motivation to learn English can be a major obstacle to making progress in this field. Moreover, if a student is shy, disturbed, or uncomfortable in English class, it is less likely to achieve and succeed in language learning. This is particularly true in the instructional settings that require group work. She also argues that fearing of committing mistakes, indifference, and disinterest in learning the language, and unwillingness to engage in the instructional activities are significant challenges facing students when learning English. Similarly, Karademir and Gorgoz (2019, p. 125) point out that students may not adequately prepared to learn English, thus lacking primary knowledge regarding the language learning such as essential vocabulary and grammar knowledge.

According to Panchal and Phil (2019, p. 446), there are several EFL Teaching Problems Related to students, including students' inability to articulate their thoughts and ideas by means of using English; students' own ignorance of the language, especially the correct pronunciation and spelling of words, as well as the necessary grammatical rules; students' lack of awareness to the significance of learning English as a lingua franca, or in other words an international widely spoken language; and students' lack of self-confidence to use English in real world communication.

#### **Previous studies:**

The study of Al-Bishry (2021) aimed to identify the challenges of EFL education in Jeddah Independent Private Schools. The qualitative research method was used in the study, with a case study approach followed to examine the language learning process in Jeddah Independent Schools with a sample of (20) teachers. In-depth interviews and the observational approach were the main qualitative data collection techniques used in this study. The results showed that educational challenges facing students and pedagogical issues were common during the study; students encountered grammatical



difficulties, reading difficulties, and verbal difficulties related to the use of the English language. Other difficulties included pedagogically inappropriate language texts, overcrowded classrooms, and inappropriate application of the three main teaching methods: The direct method, structural, and grammatical translation. It was also concluded that the students faced great difficulties; difficulties normalized based on the argument that this was part of the curriculum and that changing that curriculum might weaken the teaching culture in Saudi Arabia.

Richa (2021) tried to examine the common teaching problems faced by English language teachers during the Covid-19 pandemic and how the English teachers deal with the common problems. This study was conducted using a qualitative case method. Data was collected from a sample included five Indonesian teachers working at Gunungsari schools through a questionnaire and semi-structured interviews with the participants. The results showed that the major problems encountered by teachers during the Covid-19 pandemic circumstances were students' unfamiliarity with the required technology for remote and e-learning, and the unstable connection to the internet, which interrupted the communication between students and teachers and hindered the system to run smoothly. In their attempts to overcome these problems, the teachers transformed partially to offline learning (luring) or paid home visits.

The aim of the research done by Al- Arifi (2020) was to identify the difficulties facing teaching English in the primary stage from the teachers' point of view and the proposed solutions for them in Al-Quway'iyah Governorate, KSA. The research was based on the descriptive method. The research tools consisted of a questionnaire to measure the difficulties of teaching English for the primary stage. It was applied to a sample of (83) English language teachers from government schools. The results of the research confirmed the most prominent difficulties, the most important of which is the high teacher workload as well as the weakness of the teacher's preparation of appropriate teaching aids for teaching English. The research recommended that English language teachers should focus



on the practical side of the language, and not be satisfied with the theoretical side.

Tosuncuoglu (2019) conducted a descriptive survey study with the purpose of exploring English language teachers' perspectives regarding the problems encountered in teaching English as a foreign language. This study was conducted using a descriptive survey method. Data collection was carried out by means of the Challenges Encountered by English teachers regarding their field questionnaire, which was administered to a sample consisting of 67 English language teachers serving in the primary, intermediate, and high schools in the central districts of Karabük in Turkey. The results revealed that the major problems encountered by the participating teachers were difficulties in making plans that are compatible with English teaching programs; organizing the suitable settings for English teaching; using materials and resources suitable to the process of English teaching; ensuring that students speak English accurately and comprehensibly; and using methods and techniques commensurate to English teaching.

An attempt was made by Begum and Islam (2017) to investigate the problems of teaching the English textbooks at secondary school in Bangladesh. The method of this study was the qualitative case study method that was conducted on a student who passed the secondary level in 2016 and was studying at the higher secondary level in 2017 to explore the problems from her perspective. Data was collected through in-depth interviews with the student. The result of the study revealed that the teaching of the textbook in the classroom was associated with several problems. The major problems highlighted were the teacher's selective teaching of specific tasks and exercises which are relevant for the examination; specially those related to writing and correcting errors, while neglecting other areas such as speaking and listening. Furthermore, the teacher-centered approach adopted by the teacher in teaching reading and writing skills along with the absence of teaching speaking and listening activities prevented students to benefit from the syllabus. Finally, the incompatible testing and assessment system that focus primarily on

final standardized testing as well as lack of teaching technology and equipment were major problems highlighted by the study.

The current study benefited from previous studies in designing its tool and choosing the appropriate curriculum for it, but it is distinguished from previous studies in its treatment of the problem of teaching English at the intermediate stage from the teachers' point of view.

### Method and Design:

The current research employed a descriptive survey design. It aims to identify the opinions of teachers and educational supervisors to determine the problems of teaching English at the intermediate stage in Al-Makwah Province related to (Objectives, Content, Teaching methods, Technologies, Assessment, Teachers, and Students).

### Research Community and Sample:

The sample of the research consisted of (50) teachers and (3) educational supervisors in Al-Makwah Province. The following is the distribution of the sample according to the personal variables of the participants, which are: (Education office - number of years of experience - type of qualification - degree of qualification - current work).

**Table No. (1)**  
**Distribution of the research sample**  
**according to the study variables**

Education Office	Frequency			Percentage
	Teachers	Supervis ors	Total	
Qilwah	14	1	15	28%
Al-Hajra	11	0	11	21%
Al-Mikhwah	17	1	18	34%
Ghamed azzenad	8	1	9	17%
Total	50	3	53	100%

  

Years of experience	Frequency			Percentage
	Teachers	Supervis ors	Total	
Less than 10 years	22	0	22	42%
10-20 years	25	1	26	49%



Education Office	Frequency			Percentage
	Teachers	Supervisors	Total	
More than 20 years	3	2	5	9%
Total	50	0	53	100%

Qualification Type	Frequency			Percentage
	Teachers	Supervisors	Total	
Educational	38	3	41	77%
Non-educational	12	0	12	23%
Total	50	3	53	100%

Qualification degree	Frequency			Percentage
	Teachers	Supervisors	Total	
Bachelor's degree	47	2	49	92%
Master degree	3	1	4	8%
Total	50	3	53	100%

Current work	Frequency	Percentage
Teacher	50	94%
Educational supervisor	3	6%
Total	53	100%

### Instrument of the study:

A questionnaire was developed by the researchers with the purpose of collecting data and identifying the English language teaching problems as perceived by both intermediate stage English language teachers and supervisors. The following points describe the procedures taken in the development and standardization of this instrument.

The researchers devoted attention to formulating the largest possible number of items to be included within each of the seven dimensions. This procedure took place by means of reviewing previous studies and relevant literature, including the studies that addressed general categories of English language teaching problems. As well as these, focused on specific problems such as problems related to



educational technologies, problems related to evaluation, or problems related to the content. Considering this review, the researchers managed to develop an initial form of the questionnaire.

The researchers verified the validity of the internal consistency of the questionnaire by applying it to a sample of 23 non-participants in the basic sample of the research. Pearson correlation coefficient was used to calculate the correlation.

The internal consistency validity was calculated by calculating the Pearson correlation coefficient between the degrees of each phrase and the dimension to which the phrase belongs from the questionnaire axes. The validity of the internal consistency was also calculated by calculating the Pearson correlation coefficient between the degrees of each phrase with the total score of the axis to which the phrase belongs from the axes of the questionnaire. All of them were statistically significant at the level of significance (0.01), which ranged between (0.576 -0.884), and the general structural validity of the dimensions of the questionnaire. The construct validity of the dimensions of the questionnaire was verified by finding the correlation coefficients of the dimensions with the total score of the questionnaire, which came with high values, ranging between (0.719-.0.824), and all of them were statistically significant at the level of significance (0.01). Also, Cronbach's alpha reliability coefficients were calculated for the dimensions and total resolution dimensions, and it was found that the values of Cronbach's alpha coefficients for axes ranged between (0.791-0.889). The value of the total reliability coefficient of the resolution axes (K) was (0.946). The reliability of the tool was also verified by the split-half by calculating the (Spearman and Brown) and (Guttman) coefficients, as it ranged in the (Spearman and Brown) coefficients between (0.768 - 0.885), while it ranged in (Guttman's coefficient) between (0.767 - 0.885), which are high values, which indicates its reliability.

#### **Statistical Analysis Methods:**

The statistical methods were utilized to analyze the data collected in this research and they included Pearson's simple correlation coefficient, means and standard deviations, the percentages and

frequencies, weighted average, Mann Whitney test, and Kruskal Wallis test.

### Results and Discussion:

#### The results of the first question:

The first question states: "What are the problems of teaching English language at the intermediate stage in Al-Makhwah Province related to the objectives from the perception of teachers and educational supervisors?" To answer the first question, the frequencies, percentages, arithmetic averages, standard deviations, and relative weights of the sample members' viewpoint were calculated, and the statements were arranged in descending order considering the values of their averages, and the results were as follows:

**Table No. (10)**  
**Descriptive statistics about identifying English language problems related to the objectives**

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
1	Ignore the needs of students.	F	18	22	9	3	1	4.00	0.96	80.0%	high	2
		%	34.0	41.5	17.0	5.7	1.9					
2	Neglect the students' tendencies.	F	11	28	7	7	0	3.81	0.92	76.2%	high	4
		%	20.8	52.8	13.2	13.2	0.0					
3	Reflect the surrounding environment.	F	12	19	14	7	1	3.64	1.04	72.8%	high	5
		%	22.6	35.8	26.4	13.2	1.9					
4	Enable	F	17	27	7	2	0	4.1	0.7	82.3%	high	1

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
	students to express themselves.	%	32.1	50.9	13.2	3.8	0.0	1	8	%		
5	Neglect developing students' abilities to understand.	F	8	36	5	4	0	3.91	0.74	78.1%	high	3
		%	15.1	67.9	9.4	7.5	0.0					
General Mean								3.89	0.89	77.9%	high	

\* n = 53

It is clear from the table (10) that the problems of teaching the English language related to the objectives are available to a (large) degree at the intermediate stage in Al-Makhwah Province, from the perception of teachers and educational supervisors.

#### **The results of the second question:**

The second question states: "What are the content-related problems of teaching English language at the intermediate stage in Al-Makhwah Province from the perception of teachers and educational supervisors?" To answer the second question, the frequencies, percentages, arithmetic averages, standard deviations, and relative weights of the sample members' viewpoint were calculated, and the statements were arranged in descending order considering the values of their averages, and the results were as follows:

**Table No. (11)**  
**Descriptive statistics about identifying English language problems related to the content of English language**

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
1	Lack issues to develop the students' creative abilities in the language.	F	11	26	11	5	0	3.81	0.88	76.2%	high	2
		%	20.8	49.1	20.8	9.4	0.0					
2	Neglect the individual differences between students.	F	11	24	10	6	2	3.68	1.05	73.6%	high	3
		%	20.8	45.3	18.9	11.3	3.8					
3	Concentrate on grammar rather than the other language skills.	F	16	13	11	12	1	3.58	1.20	71.7%	high	4
		%	30.2	24.5	20.8	22.6	1.9					
4	Include inadequate lessons for communication	F	16	25	6	6	0	3.96	0.94	79.2%	high	1
		%	30.2	47.2	11.3	11.3	0.0					
5	Concentrate on the teacher's practice rather than the students practice.	F	12	14	14	10	3	3.42	1.20	68.3%	high	5
		%	22.6	26.4	26.4	18.9	5.7					
General Mean							3.69	1.05	73.8%	high		

\* n = 53

It is clear from the table (11) that the problems of teaching English language related to the content of the English language are available to a (large) degree at the intermediate stage in Al-Makhwah Province, from the perception of teachers and educational supervisors.

**The results of the third question:**

The third question states: "What are the problems of teaching English language at the intermediate stage in Al-Makhwah Province related to teaching methods from the perception of teachers and educational supervisors?". To answer the third question, the frequencies, percentages, arithmetic averages, standard deviations, and relative weights of the sample members' viewpoint were calculated, and the statements were arranged in descending order in light of the values of their averages, and the results were as follows:

**Table No. (12)**  
**Descriptive statistics about identifying English language problems related to Methods of teaching**

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
1	Concentrate on the traditional aspects.	F	11	16	13	11	2	3.43	1.15	68.7%	high	6
		%	20.8	30.2	24.5	20.8	3.8					
2	Constraint teachers to implement the lessons.	F	12	20	14	6	1	3.68	1.01	73.6%	high	3
		%	22.6	37.7	26.4	11.3	1.9					
3	Consume more time to implement the	F	9	22	15	5	2	3.58	1.01	71.7%	high	4
		%	17.0	41.5	28.3	9.4	3.8					

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
4	Depend on teachers rather than students.	F	11	19	11	9	3	3.49	1.17	69.8%	high	5
		%	20.8	35.8	20.8	17.0	5.7					
5	Irrelevant to the objectives of the English language curriculum.	F	11	30	9	3	0	3.92	0.78	78.5%	high	1
		%	20.8	56.6	17.0	5.7	0.0					
6	Fail to allow students to be creative.	F	12	23	14	4	0	3.81	0.88	76.2%	high	2
		%	22.6	43.4	26.4	7.5	0.0					
General Mean							3.65	1.00	73.1%	high		

\* n = 53

The results of the table (12) indicate that the problems of teaching English language related to Methods of teaching English are available to a (large) degree at the intermediate stage in Al-Makhwah Province, from the perception of teachers and educational supervisors.

#### **The results of the fourth question:**

The fourth question states: "What are the problems of teaching English language at intermediate stage in Al-Makhwah Province related to educational technologies from the perception of teachers and educational supervisors?" To answer the fourth question, the frequencies, percentages, arithmetic averages, standard deviations,

and relative weights of the sample members' viewpoint were calculated, and the statements were arranged in descending order considering the values of their averages, and the results were as follows:

**Table No. (13)**  
**Descriptive statistics about identifying English language problems related to educational technologies**

N	Statements	ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfie d	very Unsatisfie					
1	Are difficult to be obtained.	F	20	29	3	1	0	4.28	0.66	85.7%	Very high	1
		%	37.7	54.7	5.7	1.9	0.0					
2	Lack encouragement to be used.	F	8	17	11	12	5	3.21	1.23	64.2%	Medium	4
		%	15.1	32.1	20.8	22.6	9.4					
3	Insufficient class time to use them.	F	14	21	11	6	1	3.77	1.03	75.5%	high	2
		%	26.4	39.6	20.8	11.3	1.9					
4	Lack place for saving them.	F	8	12	4	13	16	2.68	1.49	53.6%	Medium	5
		%	15.1	22.6	7.5	24.5	30.2					
5	Inappropriate for the students' age.	F	8	28	10	5	2	3.66	0.98	73.2%	high	3
		%	15.1	52.8	18.9	9.4	3.8					
General Mean							3.52	1.08	70.4%	high		

\* n = 53

It is clear from the table (13) that the problems of teaching English language related to educational technologies used are available to a



(large) degree at the intermediate stage in Al-Makhwah Province, from the perception of teachers and educational supervisors.

**The results of the fifth question:**

The fifth question states: "What are the assessment problems of teaching English language at the intermediate stage in Al-Makhwah Province from the perception of teachers and educational supervisors?". To answer this question, the frequencies, percentages, arithmetic averages, standard deviations, and relative weights of the sample members' perception were calculated, and the statements were arranged in descending order considering the values of their averages, and the results were as follows:

**Table No. (14)**  
**Descriptive statistics about identifying English language problems related to assessment**

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
1	Is viewed as a routine task.	F	8	23	15	6	1	3.58	0.95	71.7 %	high	3
		%	15.1	43.4	28.3	11.3	1.9					
2	Rely on tests only for assessment process.	F	9	18	9	13	4	3.28	1.23	65.7 %	Medium	5
		%	17.0	34.0	17.0	24.5	7.5					
3	Lack assessing students' listening and speaking skills	F	6	29	8	6	4	3.51	1.09	70.2 %	high	4
		%	11.3	54.7	15.1	11.3	7.5					
4	Lack assessing the students'	F	4	13	12	16	8	2.79	1.20	55.8 %	Medium	6
		%	7.5	24.5	22.6	30.2	15.1					

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
	ability to express themselves in English.											
5	Concentrate on measuring the students' ability to memorize.	F	9	29	10	4	3.77	0.89	75.5 %	high	1	
		%	17.0	54.7	18.9	7.5						1.9
6	Depend on written exams rather than oral exams.	F	9	29	7	7	3.72	0.97	74.3 %	high	2	
		%	17.0	54.7	13.2	13.2						1.9
General Mean							3.44	1.05	68.9 %	high		

\* n = 53

The results of the table (14) indicate that the problems of teaching English language related to Assessment in English are available to a (large) degree at the intermediate stage in Al-Makhwah Province, from the perception of teachers and educational supervisors.

#### **The results of the sixth question:**

The sixth question states: "What are the teacher-related problems of teaching English language at the intermediate stage in Al-Makhwah Province from the perception of teachers and educational supervisors?" To answer the sixth question, the frequencies, percentages, arithmetic averages, standard deviations, and relative weights of the sample members' viewpoint were calculated, and the statements were arranged in descending order in light of the values of their averages, and the results were as follows:

**Table No. (15)**  
**Descriptive statistics about identifying English language problems related to teachers**

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
1	Lack training in the methods of teaching English.	F	9	25	12	5	2	3.64	1.00	72.8%	high	5
		%	17.0	47.2	22.6	9.4	3.8					
2	Use Arabic language while teaching English.	F	13	25	10	3	2	3.83	0.99	76.6%	high	3
		%	24.5	47.2	18.9	5.7	3.8					
3	Use definite methods to teach different lessons.	F	9	27	14	2	1	3.77	0.85	75.5%	high	4
		%	17.0	50.9	26.4	3.8	1.9					
4	Receives poor academic preparation for English language teachers.	F	20	21	6	6	0	4.04	0.98	80.8%	Very high	2
		%	37.7	39.6	11.3	11.3	0.0					
5	Face problems that avoid him to encourage students to interact.	F	25	24	3	1	0	4.38	0.69	87.5%	Very high	1
		%	47.2	45.3	5.7	1.9	0.0					
General Mean							3.93	0.90	78.6%	high		

\* n = 53

It is clear from the table (15) that the problems of teaching English language related to English language teachers are available to a (large) degree at the intermediate stage in Al-Makhwah Province, from the perception of teachers and educational supervisors.

### The results of the seventh question:

The seventh question states: "What are the student-related problems of teaching English language at the intermediate stage in Al-Makhwah Province from the perception of teachers and educational supervisors?". To answer the seventh question, the frequencies, percentages, arithmetic averages, standard deviations, and relative weights of the sample members' viewpoint were calculated, and the statements were arranged in descending order considering the values of their averages, and the results were as follows:

**Table No. (16)**  
**Descriptive statistics about identifying English language problems related to students**

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
1	Overcrowd in the classroom when having the English lesson.	F	34	18	1	0	0	4.6 2	0.5 3	92.5 %	Very high	1
		%	64. 2	34. 0	1.9	0.0	0.0					
2	Lack incentives to excel and be creative in English.	F	16	21	8	5	3	3.7 9	1.1 5	75.8 %	high	4
		%	30. 2	39. 6	15. 1	9.4	5.7					
3	Pay more attention to academic achievement (Marks).	F	12	22	12	6	1	3.7 2	1.0 1	74.3 %	high	5
		%	22. 6	41. 5	22. 6	11. 3	1.9					
4	Tend to use Arabic language to	F	25	22	2	2	2	4.2 5	0.9 8	84.9 %	Very high	3

N	Statements	Frequencies and ratios	Response alternatives					Means	Standard Deviations	Relative Mean	Obstacles	Ranks
			Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied					
	clarify English meanings and ideas.	%	47.2	41.5	3.8	3.8	3.8					
5	Forget what they have learned in English language classes.	F	25	22	6	0	0	4.36	0.68	87.2%	Very high	2
		%	47.2	41.5	11.3	0.0	0.0					
6	Lack desire to study English language.	F	5	10	15	12	11	2.74	1.26	54.7%	Medium	6
		%	9.4	18.9	28.3	22.6	20.8					
General Mean							3.91	0.93	78.2%	high		

\* n = 53

The results of the table (16) indicate that the problems of teaching English language related to English language students are available to a (large) degree at the intermediate stage in Al-Makhwah Province, from the perception of teachers and educational supervisors.

**Table No. (17)**  
**The overall results about identifying the problems of teaching**

Dimensions	Statements	Means	SD	Relative Mean	Obstacles	Ranks
First dimension: Objectives of English Language at the intermediate stage	5	3.89	0.89	77.9%	high	3
Second dimension: Content of English Language at the intermediate stage	5	3.69	1.05	73.8%	high	4

Dimensions	Statements	Means	SD	Relative Mean	Obstacles	Ranks
Third dimension: Teaching methods of English Language at the intermediate stage	6	3.65	1.00	73.1%	high	5
Fourth dimension: Technologies used for English Language at the intermediate stage	5	3.52	1.08	70.4%	high	6
Fifth dimension: Assessment in English Language at the intermediate stage	6	3.44	1.05	68.9%	high	7
Sixth dimension: Teachers of English Language at the intermediate stage	5	3.93	0.90	78.6%	high	1
Seventh dimension: Students of English Language at the intermediate stage	6	3.91	0.93	78.2%	high	2
General Mean	38	3.72	0.99	74.4%	high	

\* n = 53

It is clear from the table (17) that the general arithmetic mean of the questionnaire was (3.72) and a relative weight (74.4%), which evaluated the values of teaching English to large in the intermediate stage in Al-Makhwah Province, from the point of view of teachers and educational supervisors.

### Summary of Results:

The results of the research revealed the following:

1. The problems of teaching the English language related to the objectives are available to a (large) degree at the intermediate stage in Al-Makhwah Province.
2. The problems of teaching English language related to the content of the English language are available to a (large) degree at the intermediate stage in Al-Makhwah Province.
3. The problems of teaching English language related to Methods of teaching English are available to a (large) degree at the intermediate stage in Al-Makhwah Province.



4. The problems of teaching English language related to educational technologies used are available to a (large) degree at the intermediate stage in Al-Makhwah Province.
5. The problems of teaching English language related to Assessment in English are available to a (large) degree at the intermediate stage in Al-Makhwah Province.
6. The problems of teaching English language related to English language teachers are available to a (large) degree at the intermediate stage in Al-Makhwah Province.
7. The problems of teaching English language related to English language students are available to a (large) degree at the intermediate stage in Al-Makhwah Province.

#### **Recommendations:**

Considering the results reached and in commensurate with reviewing the relevant literature, the researcher made the following recommendations:

1. There is a need to ensure that the English language teaching goals are related to the needs, interests, and preferences of learners and reflect at the meantime the context and environment in which these learners live.
2. The curriculum developers should bear in mind that the content should focus on developing students' ability to communicate using English rather than on grammar rules and vocabulary; in other words, to learn the language rather than learning about the language.
3. The need to adopt student-centered teaching methods based on active and communicative learning of the English language rather than traditional methods based on Grammar translation and lecturing.
4. Taking advantage of the educational technologies in teaching the English language, especially social media, in order to encourage students to communicate using English through these means, along with employing linguistic educational technologies in the classroom.
5. Transforming EFL learning assessment to be assessment for learning rather than assessment of learning.



6. There is a need to diversify assessment methods and focusing on the authentic assessment of students' use of English in listening, speaking, reading, and writing skills for real communicative purposes.
7. The provision of effective in-service training programs for English language teachers based on effective professional development approaches such as Professional Learning Communities and Lesson Study, as well as encouraging reflective practices.
8. Providing guidance programs for students and their parents on effective ways of studying the English language, increasing their sense of self-efficacy in learning it, and highlighting the importance of studying English and using it for communicative purposes.

**Suggestions for further research:**

1. Exploring EFL teaching problems from the perspectives of learners and their parents.
2. Conducting a qualitative study using in-depth interviews and focus groups with the purpose of investigating EFL teaching problems.
3. Developing a suggested scenario for addressing EFL teaching problems considering contemporary global standards for EFL teaching.
4. Examining the effectiveness of a suggested professional development program based on effective teaching strategies in developing English language teachers' teaching skills and their perceptions of teaching problems.
5. Investigating the English language teacher's self-efficiency and its correlation to their perceptions of EFL teaching problems.





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