OBSTACLES TO TEACHING ENGLISH IN SAUDI ARABIA PUBLIC SCHOOLS: TEACHERS' AND SUPERVISORS' PERCEPTIONS

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ABSTRACT: *This study aims at identifying the obstacles to teaching English in public schools in Saudi Arabia from the perception of teachers and supervisors. A mixed-method approach was adopted: two instruments were used for data collection, a close-ended questionnaire and an open-ended interview. A total of 50 copies of the questionnaire have been distributed to teachers and supervisors of English language, followed by open-ended interviews with six chosen English language teachers and supervisors. Qualitative and quantitative data have been elicited to aid in the evaluation. The findings of the study have revealed that: There is a scarcity of development programs, scarcity of in-service training, weakness of in-service training programs, low students' motivation, overuse of traditional teaching methods, scarcity of using teaching aids and modern technology, weakness of school supplies, and scarcity of language laboratories. These are the major obstacles to teaching English in public education schools in Saudi Arabia from the teachers' and supervisors views.*

KEYWORDS: Teaching English, Saudi Arabia, Public Schools Teachers,

INTRODUCTION

The recent world-wide diffusion of English, so that is now looks set to become a world language, has raised concern among speakers of other languages. A close look at the process by which English has in Saudi Arabia developed into a global language suggests that in fact the demand has continually exceeded the supply. Language diffusion efforts of English-speaking countries have tended to be attempts to exploit world-wide desires to learn the language. There has been little need to fan the interest. The association of English with modern technology, with economic progress, and with internationalization, has encouraged people all over the world to learn English and to have their children learn it as early as possible. The more this has succeeded, the greater the reason for others to want to have access to the power and success assumed to be a result of knowing English. The demand is not new: as early as the 1920s, Japanese and Chinese business leaders were starting to value knowledge of English. And it is deeply entrenched: even at the height of the Cultural Revolution in China, when there was deep suspicion of modernity and foreign influences, Chairman Mao continued to speak in favor of teaching English.

The field of education is also growing rapidly in Saudi Arabia and with the growth of education teaching of English also has taken a new shape. It is quite satisfactory that presently the government, policy makers, teachers and students are aware of the importance of English, and

tremendous efforts have been made at every level of education to impart proficiency among the students. Despite all the efforts made by the various bodies, the situation of teaching English in Saudi Arabia has always been in a constant state of flux.

Formal education began in Saudi Arabia with the establishment of the Directorate General Knowledge in 1344 AH. It was consisted of preparatory level of three years, and primary level of four years. The primary level included English language teaching at a rate of 4 classes per week for each grade In 1361 AH, the preparatory level was annexed and incorporated with the primary level to become only six years with the abolition of English language teaching and delayed it to intermediate and secondary levels. Teaching English began with 12 classes at intermediate level and 8 classes at secondary level. Then the plan was amended several times to be between 6 and 8 classes per week. In 1400 AH, the plan of teaching English stabilized to become four classes per week for each grade at intermediate and secondary levels (Salloum,1991). In 1424 AH, English was implemented as a compulsory subject in six grade at primary level. In 1432 AH, The Ministry of Education approved teaching English at government primary schools from Grade IV (http://www2.moe.gov.sa/english/Pages/).

According to Alshumaimeri (2003) "*Teachers have pointed out that students leave the secondary stage without the ability to carry out a short conversation.*" After learning English for many years, the students have achieved little in terms of language proficiency, and making a large number of students and teachers waste of time and energy. So, the important question is why there has been no improvement among the students. Fareh (2010) pointed out some of the challenges of EFL program in the Arab world and these are:

1. *Improperly trained teachers or inadequate teaching methodology.*
2. *Teacher-centered rather than learner centered activities.*
3. *Students' aptitude, initial preparedness and motivation: School and university teachers often complain of the low proficiency of their students. They also claim that students are not motivated to learn.*
4. *Compartmentalization vs. whole language approach.*
5. *Lack of emphasis on developing skills– emphasis is rather on rote learning.*
6. *Textbooks and teaching materials.*
7. *Assessment methods.*
8. *Exposure to English.*

This study attempts to investigate the obstacles to teaching English in public schools in Saudi Arabia from teachers' and supervisors' perceptions.

LITERATURE REVIEW

Teacher Education

Language teacher education has become fragmented; too often, its efforts focus more on theoretical areas of applied linguistics, methodology, or language acquisition with less emphasis on practicing teaching. Emphasis on these areas, although it may create a pedagogical foundation for the teacher-in-preparation, skirts the central issue of learning to teach. According to (ILO/UNESCO:2009 report) the general qualification of teachers in developing countries is inconvenient. The report also stated:

"In developing countries, where supply considerations may necessitate short-term intensive emergency preparation program for teachers, a fully professional, extensive program should be available in order to produce corps of professionally prepared competent teachers to guide and direct the educational enterprise".

Teacher shortages remain a major challenge in education systems worldwide. In developing countries, the increase in enrolment of students in recent years has not been met by an increase in qualified teachers. Goss (1999) investigated the challenges that Japanese students encounter in learning English. He visited a number of schools and attended several classes. He concluded that Japanese learners of English face a number of challenges including inadequate preparation of teachers, lack of students' motivation and large class sizes.

Teacher Supervision
Observation is a fundamental, yet often disregarded, tool in in-service work with teachers. According to Freeman (1982) , there are three ways of observing Teachers: Three approaches to in-Service training and development. In the supervisory approach, the observer functions as an arbitrator, commenting on and evaluating the teacher's performance in terms of fixed criteria, both implicit and explicit. In the alternatives approach, the observer offers a series of alternatives to observed activities, thus helping the teacher to shape his/her own criteria. And, finally, in the non-directive approach, drawn from the work of Rogers, the observer provides a reflection and integration of the teacher's own goals and performance. Murat Hismanoglu's (2010) study aimed at finding out English language teachers' perceptions of educational supervision in relation to their professional developments through a small scale "case study" carried out in higher education context in the Turkish Republic of Northern Cyprus. The results showed that educational supervisors highlight the strength of the English language teachers' performance and encourage them to reflect upon their weakness and find some solutions to overcome them.

Motivation
Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. A study conducted by Hussain (in press) showed inadequate motivational conditions in the classrooms. The findings of the research emphasized a need for the recruitment of professional teachers through a rigorous procedure and more in-service teachers training opportunities with a special focus on developing motivational strategies for TESOL classrooms. The study also recommended a participatory role for the students in planning and pedagogical processes.

Learning Environment
Many researches refer to the learning environment as one important factor that affects the students' achievement level in schools and teachers' performance. Effective education to every student is a moral imperative for all teachers. Educators are obligated to avoid issues that present a conflict of interest in order to create a healthy learning environment for all students; creation of a healthy learning environment requires teachers and facilitators who are culturally competent. Faculty members of higher education are obligated to treat each student fairly and expect high standards from them regardless of their diversity makeup (Mujtaba: 2004).

Influence of teaching techniques

Yazan's and Muhamad's (2010) study aims to evaluate and investigate the influence of teaching techniques on the performance of English as foreign language (EFL) teachers by evaluating the techniques' effectiveness and actual implementation, as well as to examine the role of teachers in influencing the effectiveness of in-service training courses. The findings of the study, taking into account the teaching techniques' effectiveness in the in-service training courses and their impact on EFL teachers' performance, have revealed that EFL teachers' in-service training courses did not emphasize good and effective teaching technique.

Instructional effectiveness in teacher education

Ellis's (1990) study discussed the relationship between teacher, learner and instructional materials in second language teaching. Using the communicative approach he argues that the teacher is the primary element of instructional effectiveness, without which the other salient features of the approach, learner centeredness and appropriate materials, cannot be implemented. It is proposed that teachers can be enthusiastic about their classrooms and about new approaches if they have been encouraged in their training experiences and attained a degree of proficiency in the language they teach. In addition, socioeconomic security and stability are seen as essential to teacher effectiveness beyond a minimal standard.

Studies in EFL conducted in Saudi context

Khankar's (2001) study was conducted to identify the most important problems of the English language curriculum for the first secondary grade , for girls through a plebiscite among the parameters in Taif to respond to a questionnaire, which revolves around the most important problems that may face the elements of the curriculum brain damage (educational objectives, content, teaching methods, calendar, school library, school activities, teacher book, facilities, buildings and equipments). The study was applied to all English teachers in Taif represented by 103 parameter international sample of the study. After analyzing the respondents' responses, the data were statistically analyzed. The results showed that there were many problems in the elements of the curriculum such as:

- The curriculum does not focus on the cultural aspects and it creates problems regarding using English outside classrooms.
- There is a lack of content of interesting topics and its length does not commensurate with the reserved time.
- The content does not encourage student self-learning.
- There is a scarcity of modern teaching aids.

Ibn Talib's (2003) study aimed to identify the extent of using teaching aids by teachers of art education in the schools of Education premises . The study sample consisted of (60) teachers of art education and (11) supervisors. Results of the study were:

First: Teachers rarely use educational tools ; only six out of 30 used teaching aids.

Second: It showed out that higher education institutes in the Kingdom of Saudi Arabia lacked the means to appropriate educational material for the teaching of art education.

Third: It showed out that the need for training teachers in the production and the use of teaching aids is strong.

Exploring some studies in EFL teachers conducted in Arab context
Abu Mraheel's (2004) study attempted to identify the criteria for evaluating the EFL teacher's performance. It also tried to find out to what extent these criteria were applied in the preparatory stage in Gaza from the EFL teachers and their supervisors points of view. In addition, it attempted to improve the preparatory EFL teachers' performance through suggesting a training program. To achieve these aims, some issues related to the research were raised such as: the teacher's role in the classroom, characteristics of the good EFL teacher, teachers` views of their tasks, teachers' needs in the different aspects of their work, and mastering the language skills. The study adopted the analytical descriptive method. The instruments of the study were developed in the light of the related literature. The instruments developed for the study were: A questionnaire of EFL teacher's competence, classroom observation sheet to assess EFL teacher's performance, interviews with EFL supervisors, and informal interviews with EFL teachers. The instruments were judged by a specialized jury in teaching English in Gaza to determine the clarity and accuracy of the items and their relevance to the subject of the study. The results of the study showed that teachers need more training and assistance to be competent in their work. The researcher recommended that the educational situation should be analyzed and a training program was suggested to improve and develop the EFL teachers' performance**.** Also**,** Mehwary's (2005) study aimed at identifying the most important problems facing faculty members and students in the English departments of education faculties of Aden, Zanzibar and Sabr at Aden University. To achieve the objective of this research, the researcher answered the following questions: What are the problems of teaching English in the English departments in colleges of education (Aden, Zanzibar, patience) at Aden University? The study sample is (22 M & 18 F) and (359) students of whom (166) males students from the original members of the faculty of education of Aden, Zanzibar and Sabr. In order to achieve the objectives of the study, the researcher prepared a questionnaire divided into six areas. The results showed that teaching methods and teaching aids have topped the list of methods in terms of the arrangement because of its great importance in the educational process.

Furthermore, Abu Riash's (2011) study aimed at investigating the problems of teaching English in middle school classrooms and their relationship to teaching performance from educational supervisors' perceptions, in order to achieve the aim of the study , the researcher adopted an analytical approach. The results showed that there were statistically significant differences due to teachers' experience (high – low) the differences were in favor of high experience . The results also indicated that there were statistically significant differences due to classroom environment (good- bad) the differences were in favor of good environment . The results also showed that there were statistically significant differences due to the using of teaching aids (using teaching aids – not using teaching aids).

METHODOLOGY

The main study question is :What are the obstacles of teaching English to public schools students in Saudi Arabia from the perception of teachers and supervisors? To answer this question and attain the objectives of the study, the researchers used a mixed-method approach and used two instruments for data collection, a close-ended questionnaire and open-ended interview. Questionnaires and interviews are often used together in mixed method studies in investigating educational assessment (e.g., Brookhart & Durkin, 2003; Lai & Waltman, 2008). While questionnaires can provide evidence of patterns amongst large populations, qualitative interview data often gather more in-depth insights on participant attitudes, thoughts, and

actions (Kendall, 2008). In a structured questionnaire, participants respond to prompts by selecting from predetermined answers (e.g., Likert scales, multiple choice responses); these data are typically analyzed quantitatively. In a semi-structured interview, interviewers begin with a small set of open-ended questions, but spend a considerable time probing participants' responses, encouraging them to provide detail and clarification; these data are generally analyzed qualitatively.

Instruments

1. Questionnaire

The questionnaire had 15 closed ended questions using Likert scale model and multiple choice responses (see *Appendix* 1). The questionnaire targeted teachers and supervisors of English language in public education. The questionnaire aimed to identify the possible obstacles to English language teaching. The questionnaire was designed by using free online surveys website then the link was sent to the participants via WhatsApp and e-mails. The whole process of distributing and collecting back the questionnaire tool about a month.

2. Interviews

The interview consisted nine open- ended questions (see *Appendix* 2). It attempted to elicit the participants deep opinions and perceptions about the possible obstacles to English language teaching. The questions covered the same possible obstacles as stated in the questionnaire. Six interviews were administered with three teachers and three educational supervisors.

Subjects

For the purpose of this study 50 participants were randomly selected from the population of the Department of Public Education in Jeddah, Saudi Arabia in the school year (2012–2013). In order to expand the survey, a mixed sample of teachers (40=80%) and supervisors (10=20%) was selected. Supervisors' responses were expected to clarify real obstacles facing teachers because they deal with large numbers of teachers.

Data Analysis

In the light of the reviewed literature and the application of the tools of the study, this section attempts to analyze the data and discuss the results by means of table of frequency distribution and percentages. The study aims to identify the obstacles to teaching English from teachers' and supervisors' perception. The data were presented and analyzed under two headings: 1) The results from the perception of teachers, and 2) The results from the perception of supervisors.

Table 4.1   The results from the teachers' perception

	Obstacles to English Language Teaching	Strongly Disagree + Disagree no. (%)	Undecided no. (%)	Strongly Agree + Agree no. (%)	Total no. (%)
1	Weakness of the teachers preparation	23 (57.5)	2 (5)	15 (37.5)	40 (100)
2	Scarcity of development programs	8 (20)	0 (0)	32 (80)	40 (100)
3	Scarcity of in-service training	7 (17.5)	2 (5)	31 (77.5)	40 (100)
4	Weakness of in-service training programs	8 (20)	1 (2.5)	31 (77.5)	40 (100)
5	Weakness of the supervisory methods	10 (25)	2 (5)	28 (70)	40 (100)
6	Weakness of motivation among the students	6 (15)	0 (0)	34 (85)	40 (100)
7	Weakness of discipline and consequences for bad behavior in classrooms	6 (15)	3 (7.5)	31 (77.5)	40 (100)
8	Insufficient number of weekly classes	25 (62.5)	1 (2.5)	14 (35)	40 (100)
9	Insufficiency of school books	8 (20)	2 (5)	30 (75)	40 (100)
10	The overuse of traditional teaching methods	6 (15)	1 (2.5)	33 (82.5)	40 (100)
11	Scarcity of using teaching aids and modern technology	4 (10)	1 (2.5)	35 (87.5)	40 (100)
12	Weakness of school supplies	1 (2.5)	0 (0)	39 (97.5)	40 (100)
13	Scarcity of the language labs	1 (2.5)	0 (0)	39 (97.5)	40 (100)
14	Weakness of evaluation tools and its mechanisms	10 (25)	2 (5)	28 (70)	40 (100)

The of teachers perception'

The results indicated that the teachers considered most items as obstacles to English language teaching. Most teachers (57.5%) did not consider weakness of the teachers preparation an obstacle. According to 80% teachers, scarcity of development programs is one of the obstacles. In terms of scarcity of in-service training, the result showed that the majority of teachers (77.5%) thought that it is an obstacle. For weakness of in-service training programs, 77.5% teachers agreed that it is an obstacle. Most teachers (70%) agreed that weakness of the supervisory methods is one of the obstacles. In terms of weakness of motivation among the students, the majority of teachers (85%) agreed that it is one of the obstacles. The results also showed that weakness of discipline and consequences for bad behavior in classrooms is an obstacle according to 77.5% teachers. For insufficient number of weekly classes, 62.5% teachers did not consider it an obstacle. According to 75% teachers, insufficiency of school books is one of the obstacles. Also, 82.5% teachers agreed to the idea that the overuse of traditional teaching methods is an obstacle. For scarcity of using teaching aids and modern technology, most teachers (87.5%) agreed that it is one of the obstacle. Most teachers (97.5%) also agreed that weakness of school supplies is an obstacles. The majority of teachers agreed

(97.5%) to the idea that scarcity of the language labs is one of the obstacles. Also 70% teachers agreed that weakness of evaluation tools and its mechanisms is an obstacle.

Interview with teachers

From the responses of the interviewees, the results showed that:

1. Weakness of the teachers preparation is one of the obstacles of English Language teaching.
   T1: "Certainly"
   T2: "Yes, it is"
   T3: " Definitely"

2. Scarcity and weakness of development and in-service training programs are obstacles of English Language teaching.
   T1: " Training programs are very few, if they are not missing at all."
   T2: " I think they are not enough."
   T3: "I can say I haven't got a chance throughout my service years to join one program or course for English language teachers."

3. In general, the interviewees did not consider weakness of the supervisory methods an obstacle of English Language teaching.
   T1: " I believe that supervisors play less important role in overcoming obstacles of teaching English."
   T2: " My opinion is that recent supervisory methods have positive effects."
   T3: "Still old fashion, nothing new. The genuine roles and objectives of supervisory are absent so far."

4. Low motivation among the students is one of the obstacles of English Language teaching.
   T1: " I think increasing motivation requires sparing no effort from all individuals .   in society."
   T2: " Yes , It is."
   T3: " Of course."

5. Insufficiency of school books and number of weekly classes are not obstacles of English Language teaching.
   T1: " Improvement of English textbooks is constant."
   T2: " I think they are not sufficient in form and substance. I think weekly classes . .   are fair enough."
   T3: " There are several English books are used now in our schools. The books used in my school are good and they are really sufficient. I think the weekly classes are quite enough as we have 5 classes a week."

6. The overuse of traditional teaching methods and scarcity of using teaching aids and modern technology are obstacles of English Language teaching.
   T1: " From my point of view, if teachers are provided with the new teaching aids .   with training courses of how to use them, they will be used widely. It is not expected .   from teachers to bring them themselves!."
   T2: " Yes , I think so."
   T3: " I strongly agree."

7. Lack of schools supplies and scarcity of language labs are obstacles of English Language teaching.
   T1: " Labs are found very rare in schools."
   T2: " I totally agree."
   T3: " I strongly agree."

8. In general, the interviewees did not agree that weakness of discipline and consequences for bad behavior in classrooms is an obstacle to English language teaching. They in general thought that the teacher is the key.
    T1: " I think the teachers' strong character and mastery of English will definitely .   overcome bad behavior in classrooms."
    T2: " I think it is one of the obstacles."
    T3: " It depends on the teacher personality and his ability to manage each student the right way. I think it is not an obstacle that hinder English teaching."
9. In general, the interviewees did not agree that weakness of evaluation tools and its mechanisms is an obstacle of English Language teaching.
10. *T1: " I don't think so. They don't strongly affect learning process."*
    T2: " Evaluation tools and its mechanisms are very weak so we can consider them . as obstacles of teaching English."
    T3: " I don't think so."

Table 4.2   The result from the supervisors' perception

	Obstacles to English Language Teaching	Strongly Disagree + Disagree no. (%)	Undecided no. (%)	Strongly Agree + Agree no. (%)	Total no. (%)
1	Weakness of the teachers preparation	20 (50)	0 (0)	20 (50)	40 (100)
2	Scarcity of development programs	20 (50)	4 (10)	16 (40)	40 (100)
3	Scarcity of in-service training	24 (60)	0 (0)	16 (40)	40 (100)
4	Weakness of in-service training programs	24 (60)	0 (0)	16 (40)	40 (100)
5	Weakness of the supervisory methods	32 (80)	0 (0)	8 (20)	40 (100)
6	Low motivation among the students	28 (70)	4 (10)	8 (20)	40 (100)
7	Weakness of discipline and consequences for bad behavior in classrooms	32 (80)	3 (0)	8 (20)	40 (100)
8	Insufficient number of weekly classes	24 (60)	4 (10)	12 (30)	40 (100)
9	Insufficiency of school books	32 (80)	4 (10)	4 (10)	40 (100)
10	The overuse of traditional teaching methods	4 (10)	0 (0)	36 (90)	40 (100)
11	Scarcity of using teaching aids and modern technology	8 (20)	0 (0)	32 (80)	40 (100)
12	Weakness of school supplies	4 (10)	0 (0)	36 (90)	40 (100)
13	Scarcity of the language labs	4 (10)	0 (0)	36 (90)	40 (100)
14	Weakness of evaluation tools and its mechanisms	28 (70)	4 (10)	8 (20)	40 (100)

The of supervisors perception'

The results showed that most items were not obstacles to English language teaching from the perception of supervisors. Supervisors were divided equally about weakness of the teachers preparation. For scarcity of development programs, 50 % supervisors disagreed to the idea that it was an obstacle. Most supervisors (60%) did not consider scarcity of in-service training an obstacle to teaching English. Also 60% supervisors thought that weakness of in-service training programs was not one of the obstacles. The majority of the supervisors (80%) did not consider weakness of the supervisory methods an obstacle. In terms of weakness of motivation among the students, 70% supervisors disagreed to the idea that it was one of the obstacles. Also, the majority of supervisors (80%) disagreed to the idea that weakness of discipline and consequences for bad behavior in classrooms was an obstacle. More than half of the supervisors (60%) disagreed to the idea that insufficient number of weekly classes was an obstacle. According to the majority of the supervisors (80%), insufficiency of school books was not an obstacle to English language teaching. The results showed very high percentage of agreement among supervisors that the overuse of traditional teaching methods (90% supervisors), scarcity of using teaching aids and modern technology (80% supervisors), weakness of school supplies (90% supervisors), and scarcity of the language labs (90% supervisors) were obstacles to English language teaching. Most supervisors (70%) disagreed to the idea that weakness of evaluation tools and its mechanisms was an obstacle.

Interview with Supervisors

From the responses of the interviewees, the results showed that:

1. Weakness of the teachers preparation is one of the obstacles to English language teaching.
   S1: " No doubt."
   S2: " I think so."
   S3: " Of course I do."
2. Scarcity and weakness of development and in-service training programs are obstacles of English Language teaching.
   T1: " Unfortunately, the in-service training programs are not enough for the majority of teachers."
   T2: " They are not enough."
   S3: " I think that training courses are not offered for teachers here in Jeddah."
3. In general, the interviewees did not consider weakness of the supervisory methods an obstacle to English Language teaching.
   S1: " It depends on the enthusiasm and the motivation of the supervisor himself."
   S2: " I do not think so."
   S3: " Not bad , but not practical enough."
4. Weakness of motivation among the students is one of the obstacles of English Language teaching.
   S1: " what we really need is to give them a chance to express themselves without . . any kinds of panic."
   S2: " It is."
   S3: " Yes, it is."
5. Insufficiency of school books and number of weekly classes are not obstacles of English Language teaching.
   S1: " Of course, they are sufficient."
   S2: " To a an acceptable extent, especially the new curriculum, are sufficient."
   S3: " I think the classes are enough."

6. The overuse of traditional methods and scarcity of using teaching aids and modern technology are obstacles of English Language teaching.
   T1: " Modern technology with acknowledging the new strategies including the new techniques are the most assistant factors for a successful teacher."
   T2: " It is."
   T3: " Yes, I think so."
7. Weakness of schools supplies and scarcity of language labs are not obstacles of English Language teaching.
   T1: " We can't consider these as main obstacles , teachers can use othertechniques to overcome."
   T2: " It is. But teachers can overcome them."
   T3: " We shouldn't depend on them all the time or protest for them. We could do . . .   better from nothing."
8. In general, the interviewees did not agree that weakness of discipline and consequences for bad behavior in classrooms was an obstacle to English language teaching. They in general thought that good classroom management and strong knowledge would solve this problem.
   T1: " Good classroom management and the personality of the teacher should exist and available among the students."
   T2: " I agree."
   T3: " I think no. We can control those behaviors by the strong knowledge."
9. The interviewees agreed that weakness of evaluation tools and its mechanisms is an obstacle of English Language teaching.
   T1: " The discipline of final exams are still weak and can't help the teacher to do his job well."
   T2: " It is."
   T3: " Yes, it is."

FINDINGS

The combination of quantitative and qualitative data results can be classified under four headings:
I) Problems that teachers think of as obstacles to teaching English language, and they are 8 problems.
1. Scarcity of development programs.
2. Scarcity of in-service training.
3. Weakness of in-service training programs.
4. Weakness of motivation among the students.
5. The overuse of traditional teaching methods.
6. Scarcity of using teaching aids and modern technology.
7. Weakness of school supplies.
8. Scarcity of the language labs.
II) Problems that supervisors think of as obstacles to teaching English language, and they are 2 problems.
1. The overuse of traditional teaching methods.
2. Scarcity of using teaching aids and modern technology.
III) Problems that both teachers and supervisors agree upon as obstacles to teaching English language, and they are 2 problems.
1. The overuse of traditional teaching methods.
2. Scarcity of using teaching aids and modern technology.

IV) Problems that teachers and supervisors did not agree on as obstacles to teaching English language, and they are 6 problems.
1. Scarcity of development programs.
2. Scarcity of in-service training.
3. Weakness of in-service training programs.
4. Weakness of motivation among the students.
5. Weakness of school supplies.
6. Scarcity of the language labs.

Thus results reveal that there are real obstacles to teaching English in public schools from the perception of teachers and supervisors. The findings are consistent with the findings of several other studies. In terms of scarcity and weakness of development and in-service training programs, the current study agrees with Shah (in press) that emphasized a need for the recruitment of professional teachers through a rigorous procedure and more in-service teachers training opportunities. The same for Abu Mraheel's (2004) study results that teachers need more training and assistance to be competent in their work. It also agrees with Goss (1999) in terms of lack of students' motivation. The study concurs with Khankar's (2001) study findings about the scarcity of modern teaching aids, and with Ibn Talib's (2003) study results that the need for training teachers in the production and the use of teaching aids is strong. It also agrees with Mehwary's (2005) study results that teaching methods and teaching aids have topped the list of methods in terms of solving problems facing teachers and learners of English. In conclusion, the results of this study show that the problems that face English language teaching in public schools. It gives a satisfactory answer to the research question: What are the obstacles to English language teaching in the public schools in Saudi Arabia from the perception of teachers and supervisors.

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Appendixes
Appendix: 1
<u>**Questionnaire**</u>
<u>**Obstacles to teaching English in public education schools in Saudi Arabia from teachers' and supervisors' perceptions**</u>
The following questionnaire is part of a study being conducted as a Research Methods project. The questionnaire has been prepared by a student from King Abdulaziz University to find out the obstacles of teaching English for public education students in Saudi Arabia.

Your cooperation in completing this study by responding to the following questions would be greatly appreciated.

1) What is your occupation?
Teacher   Supervisor

2) Weakness of the teachers preparation is one of the obstacles.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

3) Scarcity of development programs is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

4) Scarcity of in-service training is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

5) Weakness of in-service training programs is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

6) Weakness of the supervisory methods and its limited effect is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

7) Weakness of motivation among the students is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

8) Weakness of discipline and consequences for bad behavior in classrooms is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

9) Insufficient number of weekly classes is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

10) Insufficiency of school books in form and substance is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

11) The overuse of traditional teaching methods rather than activation of modern teaching methods is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

12) Scarcity of using teaching aids and modern technology is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

13) Weakness of school supplies is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

14) Scarcity of the language labs in schools is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

15) Weakness of evaluation tools and its mechanisms is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

16) Feel free to add any obstacles of teaching English in public education that you have faced and they are not mentioned above: (OPTIONAL)
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17) If you'd like us to contact you later, please leave your name, e-mail and phone: (OPTIONAL)
Name: E-mail: Phone:

Appendix: 2
<u>Interview Questions</u>
As a TEACHER / SUPERVISOR of English Language in public education schools in Saudi Arabia, allow me to ask you some questions in order to find out what the obstacles to teaching English in public schools are:

1. **First, do you think that weakness of the teachers preparation is one of the obstacles?**

2. **What about development and in-service training programs, are they enough , are they good, what do you think?**

3. **What is your opinion of supervisory methods used by educational supervisors? Do recent supervisory methods have positive effects? Can you consider them as obstacles of teaching English?**

4. **Weakness of motivation among students to learn English, is it one of the obstacles?**

5. **What do you think of English textbooks used in public schools? Are they sufficient in form and substance? Are weekly classes allocated for teaching these books sufficient?**

6. **Do you think that the overuse of traditional methods and scarcity of using teaching aids and modern technology are from the obstacles of teaching English?**

7. **Can you consider weakness of schools supplies and scarcity of language labs as obstacles of teaching English?**

8. **Weakness of discipline and consequences for bad behavior in classrooms is one of the obstacles, what do you think?**

9. **What about weakness of evaluation tools and its mechanisms, is it one of the obstacles?**

Thank you very much for you cooperation