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from Viewpoint of Student Teachers at College of
Basic Education in the State of Kuwait**

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Abstract:

The current study is concerned with identifying the problems of teaching English language at the secondary stage from the perspective of student teachers at the College of Basic Education in the State of Kuwait, and with revealing the differences between the averages of the study sample individuals regarding the problems of teaching English language according to the variables of gender and GPA. The study adopted the descriptive approach, and the sample comprised (164) male and female students at the Department of English at the College of Basic Education and it used a questionnaire consisting of (30) statements distributed into three dimensions. The results of the study concluded that the problems of teaching English at the secondary stage as a whole were moderate ($M=3.38$): the problems related to the student came in the first place with a high degree, followed by the problems associated with the curriculum with a moderate degree, and finally came the problems related to the teacher with a moderate degree too. The results also found that there were no statistically significant differences among the averages of the study sample individuals regarding the problems as a whole and all the dimensions (the problems related to the teacher, problems related to the student, and the problems associated with the curriculum) due to the variables of gender and GPA. In light of the results, the study provides some recommendations including preparing training courses in English for teachers at the secondary stage on the skills of English regularly.

Keywords: problems of teaching English, student teachers, College of Basic Education, Kuwait.

Introduction:

Language is considered a crucial tool for teaching and learning, and it has contributed to the transmission of education in its broad sense from one generation to another, regardless of the place and time. Language plays a significant role in the individual's integration with his society. Acquiring and mastering language affects individual's behavior, feeling, thinking, and integration with society.

The languages of the world differs and varies from the religious and political aspects. English is one of the prevalent languages in many countries of the world. It is considered the first language in a number of countries worldwide and the second language in many other countries. English gains its importance ,nowadays, because it is one of the most popular languages; it is widespread globally thus its mastering has become one of the priorities of countries and institutions (Haitham& Al-Arous, 2021).

Abed (2013) illustrates that English is considered one of the basics and fundamentals of education at the secondary and university stages, and its importance lies in that all sciences are taught in English in most countries of the world. More than five hundred million people speak English as a first language and more than one billion people use it as a second language.

The importance of the English language lies in that it leads to the openness to different cultures, which leads to its diversity in the world. Learning English helps people communicate and increase their understanding of each other, thus creating a better world. As for the personal aspect, learning it increases people's professional competence and advantages (Abdullah , 2014).

The researcher believes that learning English leads to communication, interaction, and integration with many people in the international community. Lado (1994) indicates that decades ago, communication was inevitable between learning and teaching a foreign language on the one hand and the culture of the mother tongue on the other hand. The culture resulting from this interaction represents an aspect of the content of textbooks on the one hand, and the teaching methods appropriate to their various contents and topics represent the other.

Learning English as a common global language becomes inevitable in the the current era due to the nature of the social, scientific, professional

and technical changes in most Arab countries. Thus English becomes an essential tool for getting into the global and local labor market (Mirza, 2018).

Some studies indicate that the difficulties faced by students learning English skills include: difficulties related to speaking, grammar, and lack of vocabulary (Melor, Suklaima, 2013). Difficulties related to grammar stem from students' lack of knowledge of English grammar (Sary, 2015).

To sum up, English is considered one of the fundamentals and basics of education at the secondary and university stages. The significance of English lies in that it leads to the openness to different cultures. Learning English as a common global language has become inevitable by the nature of the current era.

Study problem:

The State of Kuwait is concerned with teaching English as a foreign language by introducing it into the educational curricula starting from the primary stage. However, the outcome of teaching English is characterized by weakness at all the four skills of English. Al-Mansouri's study (2014) indicated that one of the reasons for students' low marks in English can be attributed to teachers' lack of the special qualifications and competencies that enable them to teach it efficiently.

The underachieving students are those who show a sharp discrepancy between the expected achievement as measured by standardized achievement test scores or the mental ability assessments and the actual achievement as measured by GPA scores and teacher evaluations (Bulduf, 2009). Some studies have found that students face obstacles when learning English. Al-Araimi's study (2021) found that among these problems are students' weakness at the skills of English such as: spelling difficulties, difficulty of using grammar, in addition to other problems related to the curriculum and teaching methods.

The study of Haitham & Al-Arous (2021) revealed that the secondary school students face problems when learning the skill of reading English. These problems are related to the: teacher, student, course, teaching aids, and teaching methods. The study of Al-Khoul (2012) indicated that the teaching methods are among the difficulties of learning English.

The studies which found that there are problems faced when teaching English at the secondary stage, include the studies of: Haitham

(2005), (Arale, 2005), (Sarhadi, 2009), Al Hassan (2012), Abed (2013), Halabi (2015), Saleh& Abed (2017), Haitham& Al-Arous (2021), (Ranjit, 2022). The researcher noted that teaching English at the secondary stage pose some problems. As far as the researcher knows, no study has been conducted in Kuwait to address the variables of the current study. This supports the need to conduct this study.

The study aims to answer the following questions:

1. What are the problems of teaching English at the secondary stage from the viewpoint of student teachers at the College of Basic Education in the State of Kuwait?
2. Are there statistically significant differences among the averages of the study sample individuals regarding the problems of teaching English according to the variables of gender and GPA?

Study objectives:

The current study is concerned with:

1. Identifying the problems of teaching English at the secondary stage from the viewpoint of student teachers at the College of Basic Education in the State of Kuwait.
2. Revealing the extent to which there are statistical differences among the individuals of the study sample regarding the problems of teaching English according to the variables of gender and GPA.

Significance of the study:

The significance of the current study lies in the subsequent points:

1. The educational supervisors can benefit from the results of this study in shedding light on the problems of teaching English in order to solve them or at least reduce them.
2. The planners and developers of the curriculum can benefit from this study when designing the educational activities involved in the curricula of English.
3. The study may provide some recommendations and suggestions that help overcome the problems of teaching English at the secondary stage.
4. Providing the libraries in Kuwait and the Arab countries with a theoretical framework on the problems of teaching English and paving the way for future studies on the problems of teaching English.

Study limitations:

- **Objective limits:** The study was limited to the topic of problems of teaching English at the secondary stage from the viewpoint of student teachers at the College of Basic Education in the State of Kuwait.
- **Human limits:** the study comprised a sample of students at the Department of English at the College of Basic Education in the State of Kuwait.
- **Place limits:** The study included the College of Basic Education in the State of Kuwait.
- **Time limits:** The study tool was applied during the second semester of the academic year 2023/2024 AD.

Study terms:

- **Problem:** It is defined as an interference or disruption that prevents achieving the goal (Jaber, 2000, 203). It is defined as a situation that hinders reaching the goal. Furthermore, it can be defined as a phenomenon consisting of several similar and overlapping elements shrouded by ambiguity and its solution requires analyzing it and identifying its elements, causes, and surrounding circumstances in order to reach the proper decisions for it (Al-Ajez, 2007, 214).

It is defined procedurally as the obstacles that secondary school teachers in the State of Kuwait face when teaching English to students, and which prevent them from performing their work and the educational tasks perfectly.

- **English language subject:** It is one of the compulsory subjects and the foreign language required for most grades at schools in the State of Kuwait, including the secondary stage.

- **Secondary stage:** It is the last stage of general education in the Kuwaiti educational hierarchy. This stage is preceded by the (primary and intermediate) education and followed by higher education. It extends for three years from the tenth grade to the twelfth grade.

Theoretical framework:

Language is a means of direct communication among people through words or customary situational sounds that indicate meanings, and they differ according to eras and peoples. Learning languages has become an urgent necessity in today's world because language is a means of communication.

The importance of learning English:

Some specialists in English language teaching believe that students from Arab countries are the source of learning English in Arab countries and in Britain. This may be attributed to the following reasons:

- English language is related to some businesses, professions and industries.
- English language is a means of study of many subjects.
- People consider English language as a global and scientific language as most researches are written in English.
- English language is a window to the world.
- English language is essential at schools and all students must learn it.
- English has become the property of those who speak and use it regardless of their nationality.
- English is a way of thinking as it represents the means of communicating with others and recognizing their culture. It constitutes the key to foreign culture.
- Proficiency in English is considered a type of intelligence; a linguistic intelligence (Aql, 2006; Al-Araimi, 2021).

Objectives of teaching English at the secondary stage:

English is considered one of the subjects taught at secondary schools in the State of Kuwait. The objectives of teaching English include the following:

- Encouraging the students to acquire the four skills integratedly.
- Enabling the students to communicate in English within the time limits available in the curriculum.
- Establishing a solid linguistic foundation that students can rely on during their later academic stages.

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- Facilitating the students' understanding of meanings, vocabulary, grammatical structures, and the phonological elements within the framework of what has been previously learned.
 - Encouraging the students to express their ideas orally in English using expressions and sentences taking into consideration the correct pronunciation.
 - Helping the students to be aware of the importance of the skill of writing in English and ensuring that they have competence in this language.
 - Enabling students to read and view a range of texts through different strategies within various contexts.

Basic principles of teaching English:

Several principles must be taken into consideration when teaching

English including:

- Diversifying the teaching methods and using educational media.
- Using effective teaching strategies such as: cooperative learning and turn-taking.
- Taking into account the individual differences when asking questions to encourage participation at all levels.
- The teacher's and student's speaking proportion should be 25% to 75% , respectively, giving the students the opportunity to participate and practice the language in the classroom.
- Paying attention for the verbal and spiritual encouragement and having some fun to encourage everyone to speak.
- Ensuring that the behavioral objectives of the lesson include the three levels: cognitive, skillful, and affective (Darwaza, 2000).

Problems faced when learning and teaching English:

Numerous problems are faced when teaching English including:

- The linguistic differences between Arabic and English.
- The writing system of English is difficult for students because it differs from their mother tongue.
- The strictness of the curricula forces teachers to follow the academic book from beginning to end.

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- The methods used to teach English are receptive and depend on memory. Also, students learn more about the origin of the language than they learn about the grammar of the language itself.
 - The examination system is very strict and it measures students' ability to memorize the subject rather than focusing on language skills.
 - The overpopulation in the classroom makes the process of teaching English difficult for both the students and teacher.
 - The low educational level and the low performance of the students indicates their unwillingness to learn the language. Also, they resort to private lessons because they are forced to pass the exam.
 - The lack of the educational resources and means that assist the teaching process such as: laboratories, magazines, and additional books. Even if they exist, teachers are unable to use and benefit from them.
 - Professional teachers leave the profession of teaching if they get a job with a better financial income (Aql, 2002).

Some previous studies concluded that there are problems faced when teaching English. Among these studies are: (Allen, 2008), Al Hassan (2012), Halabi (2015), Saleh& Abed (2017), (Ranjit, 2022), Aliwi& Al-Siddiq (2023).

The expected role from teachers to overcome the problems of learning English:

The role expected from teachers to overcome the problems of learning English can be summarized as follows:

- Teachers should employ various positive human skills.
- Encouraging the learner to become proficient in English by practicing the language in reality.
- Providing a spontaneous atmosphere when learning English, and enhancing learner's confidence and helping him realize the importance of actual participation in English (Al-Khalidi, 2008).
- Using modern educational methods and engaging all the learner's senses.

The researcher believes that teachers must take into account the individual differences among students, and apply the teaching methods consistent with the optimal goals. Also, she believes that there should be a prior and periodic planning of the teaching methods used according to need, and that the educational activities should be suitable for the mental level of the students. Ansai (2012) indicates that it is difficult to apply appropriate teaching methods and strategies because teachers do not take into account how to employ the four skills of language. Also, they do not motivate students to study and practice English.

In addition to the above, Derakshan (2015) states that teachers must realize the levels of their students, what they must learn, how this it affects them, and how they can benefit from the lessons in the future.

Previous studies:

The next part presents some studies that addressed the problems of teaching English and they are arranged chronologically from the latest to oldest as follows:

Allen (2008) conducted a study that aimed at identifying the obstacles encountered when teaching English at the primary stage in Tanzania. The researcher implemented a workshop on both teachers and students, and observed their performance in order to identify the reasons of weakness at teaching English, and the problems associated with that. The study concluded that: teachers have a low professional and academic level, English is taught by teachers whose mother language is not English, there is a lack of motivation to teach and learn English among both students and teachers, and the curricula are poor and inadequate to the needs of the students.

Al Hassan's study (2012) aimed to identify the problems faced when teaching English, at the secondary stage in Mahayil Asir Governorate, which were related to the (teacher, student, textbook, use of modern technologies, school management, and educational supervision), and the effect of the variables of (training courses - Number of years of service and type of qualification). The researcher adopted the descriptive approach using a questionnaire as a tool to collect information from a sample of (64) teachers. The questionnaire included (51) statements. The results of the study showed that the most prominent problems faced when teaching English are, respectively,: challenges related to the student, followed by challenges related to the textbook and the use of modern technologies, then

challenges related to teachers' performance, followed by challenges related to the educational supervision, and finally challenges related to school management. Moreover, there were statistically significant differences regarding the challenges related to the student dimension due to the number of years of service, while there were no differences regarding the rest of the dimensions. Also, there were no differences due to the variables of type of qualification and training courses.

Halabi's study (2015) was concerned with identifying the degree of difficulties faced by teachers at the primary stage when teaching English at the schools of Nablus Governmental Directorate, and the influence of some variables on that. The study used the descriptive analytical approach, and a questionnaire was constructed and applied to a sample consisting of (116) male and female teachers. The results of the study found that the problems faced by teachers at the primary stage when teaching English ranged from high to moderate. Furthermore, the problems related to the learners came first, followed by the problems related to the local community, then the problems relevant to the educational methods and technology, and finally the problems associated with the teacher.

Saleh& Abed's (2017) study addressed the hindrances of teaching English to first-year secondary students in Karak educational region from the teachers' viewpoint. The sample encompassed (60) English teachers in Karak Educational Directorates. A questionnaire consisting of (60) statements was applied to the study sample. The results showed that the level of severity of the problems of teaching English faced by the students at grade nine was high as a whole. Moreover, the problems associated with the student and the course were high, and the problems related to the teacher were moderate. Furthermore, there were no differences regarding the problems of teaching English due to the variable of teacher's gender, and there were differences due to the variable of experience and qualification.

Musaed's study (2018) aimed to identify some of the problems facing the primary stage students when learning English. The researcher used the descriptive approach and a questionnaire as a tool to collect data from a sample of (60) English teachers. The results concluded that the most prominent problems include: the lack of cooperation among teachers of English, the level of family education, and the scarcity of textbooks.

The study by Aliwi and Al-Siddiq (2023) aimed to identify the obstacles of teaching English to third-grade intermediate students from the

viewpoint of teachers in the Iraqi city of Fallujah, and the extent to which there are statistical differences regarding the problems of teaching English due to the variables of gender and years of experience. The study followed the descriptive analytical approach, and the study sample included (60) teachers of English. A questionnaire consisting of (32) statements and distributed into four dimensions was applied to the study sample. The study concluded that there were problems faced when teaching English to third-year intermediate students. Some of these problems were related to the curriculum and the educational content of the subject, and others were connected to the learners and educational methods. Moreover, that there were differences between males and females regarding the problems encountered when teaching English, while there were no differences attributed to the variable of experience.

Comment on previous studies:

Based on the previous presentation of the previous Arabic and foreign studies, it is noted that:

- Most of the previous studies used the descriptive approach with its different types.
- Most of the previous studies tackled the problems of teaching English such as the studies of: (Allen, 2008), Al Hassan (2012), Halabi (2015), Saleh and Abed (2017), Aliwi and Al-Siddiq (2023), and the study of Musaed (2018) which dealt with the problems faced by the students when learning English.
- The previous studies have confirmed that there are many problems encountered when teaching English, and that these problems are related to either the teacher, the student, the curriculum, or to the teaching methods.
- The current study is consistent with the previous studies in that it uses the descriptive approach and a questionnaire as a tool for collecting data, and it differs from them in terms of the environment. The current study relied on the previous studies to write the theoretical framework, and to define the terms of the study procedurally. The researcher benefited from these studies when preparing the questionnaire, formulating its statements, determining and selecting the study sample, and discussing the results of the current study.

Methodology:

Study approach: The current study used the descriptive approach, as it relies on studying and analyzing the phenomenon as it exists in reality. Also, it is concerned with describing it accurately, expressing it qualitatively clarifying its characteristics, describing it quantitatively, indicating the degree of its connection with other phenomena, and developing a proposal for its solutions.

Study population and sample: The study population consisted of all fourth-year students at the Department of English at the College of Basic Education, and the sample consisted of (164) male and female students at the College of Basic Education representing different levels in terms of gender and GPA as shown in the following table.

Table (1)
Distribution of the study sample according to demographic variables

variable	number	Percentage
Gender	male	%41.46
	Female	%58.54
GPA	Less than 2	%12.20
	2- Less than 3	%19.51
	3 or more	%68.29

Study tool:

It is a questionnaire which aimed at identifying the problems of teaching English at the secondary stage from the viewpoint of the student teachers specialized in English at the College of Basic Education in the State of Kuwait. In its initial form, the questionnaire consisted of (30) statements distributed equally into three dimensions, as follows: The first dimension: Problems related to the teacher, The second dimension: Problems related to the student, The third dimension: Problems related to the curriculum. Each statement has five responses according to Likert five-point scale as follows: very high (5 scores), high (4 scores), moderate (3 scores), low (2 scores), and very low (1 score).

Validity of the questionnaire: The validity of the questionnaire was verified through:

A- The apparent validity: The questionnaire was presented in its initial form to a group of arbitrators and was modified according to their

suggestions as some statements were rephrased. The consensus of the arbitrators ensures the validity of the content of the questionnaire.

B- Construct validity: To ensure the validity of the questionnaire's internal consistency, the correlation coefficients between each statement and the total score of its dimension were calculated, and the correlation coefficients between the dimension and the total score of the questionnaire were also calculated through the use of the statistical package for the social sciences (SPSS) after applying it to a pilot sample of (30) male and female students, other than the basic sample. The following two tables show the results.

Table (2)
Correlation coefficients between each statement and total score of its dimension

Statement	Correlation coefficient	Statement	Correlation coefficient	Statement	Correlation coefficient
Problems related to the teacher		problems related to the student		problems related to the curriculum	
1	0.393**	11	0.579**	21	0.582**
2	0.729**	12	0.692**	22	0.631**
3	0.719**	13	0.575**	23	0.734**
4	0.688**	14	0.571**	24	0.795**
5	0.606**	15	0.677**	25	0.690**
6	0.431**	16	0.604**	26	0.690**
7	0.560**	17	0.740**	27	0.627**
8	0.615**	18	0.771**	28	0.607**
9	0.759**	19	0.534**	29	0.560**
10	0.664**	20	0.726**	30	0.641**

** Significant at the significance level (0.01)

It is obvious from Table (2) that all values of the correlation coefficients between each statement and the total score of its dimension are high and range between (0.393-0.771), and they are statistically significant at the level of (0.01). This indicates the validity of the construct.

Table (3)
Correlation coefficients between each dimension and total score of Problems of Teaching English Questionnaire

Dimension	Correlation coefficient
Problems related to the teacher	0.651**
problems related to the student	0.735**
problems related to the curriculum	0.775**

* Significant at the significance level (0.01)

The previous table illustrates that all values of the correlation coefficients between each dimension and the total score of the questionnaire are high and range between (0.651-0.775), and they are statistically significant at the level of (0.01). This indicates the validity of the construct.

Reliability of the questionnaire: The reliability coefficient of the questionnaire was calculated by finding the Cronbach's alpha reliability coefficient for each dimension of the questionnaire after applying it to the pilot sample. The following table displays the results.

Table (4)
Reliability coefficients for dimensions of Problems of Teaching English Questionnaire

Dimension	Number of statement	Reliability coefficient
Problems related to the teacher	10	0.72
problems related to the student	10	0.74
problems related to the curriculum	10	0.83
whole questionnaire	30	0.76

It is remarkable from the above table that the questionnaire's dimensions are characterized by a statistically significant degree of reliability. The reliability coefficients range between (0.72-0.83), and the reliability coefficient of the questionnaire as a whole reaches (0.76). Therefore the questionnaire can be generalized to the basic study sample. For the purposes of investigating the problems of teaching English, the responses of the study sample members can be classified into three levels to interpret the results easily using the following equation:

$$\text{Category length} = \text{range} \div \text{number of levels (High, Moderate, Low)}$$

Range = the greatest value of the answer categories (5) - the smallest value of the answer categories (1 = 5-1 = 4). Therefore, the length of the category = $4 \div 3 = 1.33$, and then adding the answer (1.33) to the finality of each category, so it becomes:

A- Minimum = $1 + 1.33 = 2.33$

B- Average = $2.34 + 1.33 = 3.67$

C- Maximum = 3.67 or more, and thus the weights become as follows:

- The arithmetic mean, which ranges between (3.68-5), indicates that the problems of teaching English are high.
- The arithmetic mean, which ranges between (2.34-3.67), indicates that the problems of teaching English are moderate.
- The arithmetic mean, which ranges between (1.00-2.33), indicates that the problems of teaching English are low.

Statistical processing used:

Data input was done using the Statistical Package for the Social Sciences (SPSS) and the following statistical treatments were performed to answer the study questions.

- Frequencies, Percentages, Mean, Standard Deviation.
- Independent Samples T-test.
- One-way analysis of variance (ANOVA).

Study results and discussion:

This part displays the results of the study after analyzing the data statistically and processing the responses of the study sample statistically using the statistical package (SPSS) as shown below.

Results of the first question:

What are the problems of teaching English at the secondary stage from the viewpoint of student teachers at the College of Basic Education in the State of Kuwait?

The researcher calculated the arithmetic means and standard deviations of the sample's responses regarding each dimension of the problems of teaching English and each of the statements, and arranged them in a descending order according to the arithmetic mean as shown in the following tables.

Table (5)
**Arithmetic means and standard deviations of sample's responses on
problems of teaching English as a whole**

Dimension	means	standard deviation	Order according to mean	level
Problems related to the teacher	2.98	0.70	3	Moderate
problems related to the student	3.77	0.60	1	High
problems related to the curriculum	3.41	0.69	2	Moderate
Overall level of satisfaction	3.38	0.48	-	Moderate

The above table indicates that the problems of teaching English at the secondary stage as a whole are moderate, with a general arithmetic mean (3.38) and a standard deviation (0.48). The problems were arranged as follows: the problems related to the student came in the first place (M=3.77) and with a high degree, the problems related to the curriculum came in the second place (M=3.41) and with a moderate degree, and the problems related to the teacher come in the last place (M=2.98) and with a moderate degree as well. This result indicates that the problems of teaching English at the secondary stage are moderate and this may be attributed to the existence of problems associated with the student such as: the interest in the academic achievement more than the linguistic development, the weakness of students at writing in English, and the presence of problems connected to the teacher such as: teachers' reliance on the style of reciting when teaching, and teachers' weak personalities which influences negatively the effectiveness of the teaching process. Furthermore, there are problems related to curriculum such as: the course does not focus on teaching English as a language of communication, and the activities of the course focus only on specific aspects of learning English.

The results of the current study are consistent with some previous studies that confirmed the existence of the problems of teaching English at the secondary stage such as the studies of: Haitham (2005), (Sarhadi, 2009), Al Hassan (2012), Abed (2013), Halabi (2015), Saleh & Abed (2017), Haitham and the Bride (2021), (Ranjit, 2022). Also, the results of the current study are consistent with the study of Al Hassan (2012) and the study of Halabi (2015) which concluded that the students' problems came in first place. Furthermore, the results of the current study match with the

study of Halabi (2015) which concluded that the problems of teaching English ranged from high to moderate. On the contrary, the results of the current study differ with the study of Saleh& Abed (2017) which concluded that the problems of teaching English as a whole are high. The next part displays each dimension separately.

Table (6)
Percentages, arithmetic means, and standard deviations of sample's responses on Problems Related to Teacher

No	Statement	very high	high	Moderate	low	very low	Mean	Std. Deviation	Order according to mean	The Level
1	The teacher adopts the recitation method of teaching.	17.1	51.2	26.8	4.9	0	3.80	0.78	1	High
2	The teacher does not take into account the individual differences among students.	9.8	14.6	14.6	39.0	22.0	2.51	1.27	8	Moderate
3	The teacher rarely encourages students to talk in English.	14.6	17.1	9.8	39.0	19.5	2.68	1.37	7	Moderate
4	The teacher's neglect of students' weakness at English reading skills.	9.8	9.8	14.6	41.5	24.4	2.39	1.24	9	Moderate
5	The teacher sometimes uses Arabic to respond to students' inquiries.	17.1	36.6	26.8	12.2	7.3	3.44	1.14	3	Moderate
6	The teacher's weak personality which reduces the effectiveness of the teaching process.	22.0	43.9	17.1	14.6	2.4	3.68	1.06	2	High

7	The teacher's focus on the outstanding students to explain the material and answer the students' questions.	14.6	31.7	29.3	19.5	4.9	3.32	1.11	4	Moderate	
8	The teacher's lack of the various educational methods when teaching English.	17.1	22.0	14.6	39.0	7.3	3.02	1.27	5	Moderate	
9	The teacher's poor knowledge and skill background on the four skills of English.	7.3	9.8	12.2	31.7	39.0	2.15	1.26	10	Low	
10	The teacher translates the English texts into Arabic instead of encouraging students to understand them in the original language	9.8	19.5	22.0	34.1	14.6	2.76	1.22	6	Moderate	
dimension as a whole							2.98	0.70	-	Moderate	

It is obvious from the previous table that the problems related to the teacher as a whole were moderate, as the general arithmetic mean of the dimension as a whole was (2.98) and the standard deviation was (0.70). This dimension included (10) statements, and the responses of the study sample individuals varied regarding these statements. Statement No. (1) "The teacher adopts the recitation method of teaching" came in the first place (M=3.80) and with a high degree. Statement No. (6) "The teacher translates the English texts into Arabic instead of encouraging students to understand them in the original language" came in second place (M=3.68) and with a high degree. Statement No. (5) "The teacher sometimes uses Arabic to respond to students' inquiries" came in third place (M=3.44) and with a moderate degree. This result indicates that the problems of teaching English related to the teacher at the secondary stage include: most teachers adopt the recitation method of teaching, most teachers translate the English texts into

Arabic, and most teachers use Arabic to respond to students' inquiries. This has a negative impact on the process of teaching English at the secondary stage, and on the level of students' mastery of the four skills of English. Allen (2008) study indicated that the low professional academic level of teachers represents one of the problems of teaching English.

Moreover, statement No. (4) "The teacher's neglect of students' weakness at English reading skills" got the penultimate order (M=2.39). Statement No. (9) "The teacher's poor knowledge and skill background on the four skills of English" came in last place (M=2.15). This result indicates that some teachers of English at the secondary stage do not care about students' weakness at English reading skills, also they do not care about their weak knowledge and skill background on English skills which hinders the process of learning and teaching English. The results of the current study are consistent with the study of Halabi (2015), and the study of Saleh& Abed (2017) which concluded that the problems related to the teacher got a moderate degree. Furthermore, the results are consistent with the study of Halabi (2015) which concluded that the problems related to the teacher got the last rank.

Table (7)
Percentages, arithmetic means, and standard deviations of sample's responses regarding Problems Related to Students

No	Statement	Very high	High	Moderate	Low	very Low	Mean	Std. Deviation	Order according to mean	The Level
11	Students' weakness at English.	14.6	53.7	17.1	14.6	0	3.68	0.91	8	High
12	Students' poor motivation to study English.	19.5	46.3	24.4	7.3	2.4	3.73	0.95	6	High
13	Students' weakness at writing in English.	34.1	48.8	12.2	4.9	0	4.12	0.81	2	High
14	Students' inability to distinguish literal sounds.	7.3	41.5	22.0	26.8	2.4	3.24	1.02	10	Moderate
15	Students' shyness to read English in front of thier colleagues.	29.3	36.6	22.0	4.9	7.3	3.76	1.16	4	High
16	Students' interest in the	31.7	51.2	17.1	0.0	0	4.15	0.69	1	High

	academic achievement more than the linguistic development.											
17	Students' fear of expressing themselves in English.	29.3	48.8	14.6	7.3	0	4.00	0.87	3	High		
18	Students' weakness at using linguistic vocabularies in useful sentences.	19.5	46.3	24.4	7.3	2.4	3.73	0.97	7	High		
19	Students' focus on English grammar at the expense of other skills.	12.2	48.8	22.0	17.1	0	3.56	0.92	9	Moderate		
20	Students' reluctance to use linguistic dictionaries to search for the meanings of vocabularies.	22.0	39.0	29.3	9.8	0	3.74	0.92	5	High		
	dimension as a whole						3.77	0.60	-	High		

The previous table illustrates that the problems related to the students as a whole got a high degree, as the general arithmetic mean of the dimension as a whole was (3.77) and the standard deviation was (0.60). This dimension included (10) statements, and the responses of the study sample individuals varied regarding these statements. Statement No. (16) "Students' interest in the academic achievement more than the linguistic development", got the first place (M=4.15). Statement No. (13) "Students' weakness at writing in English" got the second rank (M=4.12). Statement number (17) "Students' fear of expressing themselves in English", got the third rank (M=4.00). All the statements got a high degree. This result indicates that there are problems related to the students who learn English at the secondary stage due to several reasons including: most students care more about the academic achievement in English than the linguistic development, most students have weakness at writing in English, and most students are afraid of expressing themselves in English, teachers do not dialogue with students in English, and students not are encouraged to express themselves in English through competitions.

Statement No. (19) "Students' focus on English grammar at the expense of other skills", got the penultimate order (M=3.56) and with a

moderate degree. Statement No. (14) "Students' inability to distinguish literal sounds", came in last place (M=3.24) and also with a moderate degree. This result illustrates that many secondary school students focus on English grammar, and they are not able to distinguish literal sounds. The results of the current study are consistent with the study of Al Hassan (2012) and the study of Halabi (2015) which concluded that the problems associated with the students came in first place.

Table (8)
Percentages, means, and standard deviations of sample's responses on Problems Related to Curriculum

No	Statement	Very High	High	Moderate	Low	very Low	Mean	Std. Deviation	Order according to mean	The Level
21	The course topics are not interesting.	14.6	36.6	19.5	26.8	2.4	3.34	1.11	7	Moderate
22	The course rarely focuses on reading skill.	4.9	39.0	19.5	36.6	0	3.12	0.98	10	Moderate
23	The course content does not match the students' relational abilities.	26.8	29.3	9.8	29.3	4.9	3.44	1.30	6	Moderate
24	The course content includes concepts difficult to understand by the students.	14.6	39.0	29.3	17.1	0	3.51	0.95	3	Moderate
25	The course of English lacks the cultural component of the student himself.	14.6	26.8	31.7	26.8	0	3.29	1.03	8	Moderate
26	The course does not focus on teaching English as a language of communication.	31.7	24.4	19.5	22.0	2.4	3.61	1.22	1	Moderate
27	There is a poor connection between reading texts in English books and students' daily lives.	17.1	34.1	29.3	19.5	0	3.49	1.00	5	Moderate
28	The course content lacks the integration of speaking, writing,	9.8	36.6	19.5	31.7	2.4	3.20	1.08	9	Moderate

	reading and listening elements.									
29	Choosing linguistic structures away from the cultural differences between the mother tongue and English.	12.2	36.6	39.0	12.2	0	3.49	0.87	4	Moderate
30	The course activities focus on specific aspects of learning English.	12.2	46.3	29.3	12.2	0	3.59	0.87	2	Moderate
dimension as a whole							3.41	0.69	-	Moderate

It is notable from the previous table that the problems related to the curriculum as a whole got a moderate degree, as the general arithmetic mean of the dimension as a whole was (3.41) and the standard deviation was (0.69). This dimension included (10) statements, all of them got a moderate degree. The responses of the study sample individuals varied regarding these statements. Statement No. (26) "The course does not focus on teaching English as a language of communication" came in first place (M=3.61). Statement No. (30) "The course activities focus on specific aspects of learning English" came in second order (M=3.59). Statement No. (24) "The course content includes concepts difficult to understand by the students" got the third place (M=3.51). This result indicates that there are curriculum-specific problems encountered when teaching English at the secondary stage due to several reasons including: the curriculum does not focus on teaching English as a language of communication, and the curriculum focuses on specific aspects of learning English, and the content of the curriculum includes some difficult concepts. This has a negative influence on the process of teaching English.

Statement No. (28) "The course content lacks the integration of speaking, writing, reading, and listening elements" got the penultimate order (M=3.20). Statement No. (22) "The course rarely focuses on reading skill" got the last order (M=3.12). This result indicates that the curriculum of English lacks the integration of the elements of speaking, writing, reading and listening, and that the focus on reading skill is neglected. This has a negative impact on the process of learning and teaching English. The study of (Allen, 2008) illustrated that the weakness of the curricula and its inadequacy to the needs of students represents one of the problems of

teaching English. The results of the current study agree with the study of Al Hassan (2012) which concluded that the problems related to the curriculum came in second place. On the contrary, the results of the current study differ from the study of Saleh and Abed (2017) which concluded that the problems related to the curriculum came with a high degree.

Results of the second question:

Are there statistically significant differences among the averages of the study sample individuals regarding the problems of teaching English according to the variables of gender and cumulative GPA?

The Independent Samples T-test and One-Way ANOVA were used for all dimensions of the problems of teaching English. The following tables show the results.

Table (9)
Results of Independent Samples T-test to test differences among means of study individuals on problems of teaching English according to gender variable

Dimension	Gender	N	Mean	Std. Deviation	df	t	Sig.
Problems Related to the Teacher	male	68	3.00	0.40	162	0.100	0.821
	female	96	2.97	0.75			
Problems Related to the Student	male	68	3.77	0.31	162	0.018	0.887
	female	96	3.77	0.64			
Problems Related to the Curriculum	male	68	3.29	0.51	162	0.510	0.613
	female	96	3.43	0.72			
Total Degree	male	68	3.35	0.29	162	0.194	0.747
	female	96	3.39	0.51			

It is obvious from the previous table that there are no statistically significant differences among the averages of the study sample individuals regarding the total score and all dimensions (problems related to the teacher, problems related to the student, problems related to the curriculum) according to the variable of gender, as the calculated “t” values ranged between (0.018-0.510). Its significance level is greater than (0.05). This may be attributed to the agreement of study sample regardless the gender differences regarding the problems of teaching English as a whole and all

the dimensions such as: the weak personalities of some teachers which reduces the effectiveness of the teaching process, fear of the students to express themselves in English, shyness of students to read English in front of thier colleagues, the concentrartion of the course activities on specific aspects of learning English, and the differences between linguistic structures and cultural aspects of the mother tongue and English. The results of the current study are consistent with the study of Saleh& Abed (2017) which found that there are no statistically significant differences regarding the problems of teaching English due to the variable of gender. On the contrary, the results of the current study differ from the study of Aliwi& Al-Siddiq (2023) which found that there are differences between males and females regarding the problems of teaching English.

Table (10)
Results of one-way variance analysis (ANOVA) to compare means and standard deviations of sample responses regarding problems of teaching English according to GPA variable

Dimension	GPA	N	Mean	Std. Deviation	Variance	Sum of Squares	df	Mean Square	F	Sig.
Problems Related to the Teacher	Less than 2	20	2.88	0.73	Between Groups Within Groups Total	1.69 17.85 19.54	2 161 163	0.84 0.47	1.795	0.180
	2- Less than 3	32	3.39	0.72						
	3 or more	112	2.88	0.67						
	total	164	2.98	0.70						
Problems Related to the Student	Less than 2	20	3.90	0.51	Between Groups Within Groups Total	0.47 13.78 14.25	2 161 163	0.23 0.36	0.645	0.530
	2- Less than 3	32	3.56	0.67						
	3 or more	112	3.81	0.59						
	total	164	3.77	0.60						
Problems Related to the Curriculum	Less than 2	20	3.78	0.28	Between Groups Within Groups Total	0.84 17.97 18.81	2 161 163	0.42 0.47	0.889	0.420
	2- Less than 3	32	3.43	0.90						
	3 or more	112	3.34	0.67						
	total	164	3.41	0.69						
	Less than 2	20	3.52	0.30		0.19	2	0.10	0.414	0.446

Total Degree					Between Groups			
	2- Less than 3	32	3.46	0.63		8.83	161	0.23
	3 or more	112	3.34	0.46	Within Groups	9.03	163	
	total	164	3.38	0.48	Total			

The above table shows that there are no statistically significant differences among the averages of the study sample individuals regarding the total scores and all dimensions (problems related to the teacher, problems related to the student, problems related to the curriculum) according to the variable of GPA, as the calculated “F” values ranged between (0.180-1.795).) and its significance level is greater than (0.05). This may be attributed to the fact that the study sample, with its different GPA, had a similar degree of information and knowledge about the problems of teaching English at the secondary stage such as: teachers' neglect of the students' weakness at reading in English, the students' inability to distinguish literal sounds, and the poor concentration of the course on reading skill. The results of the first question indicated that the problems of teaching English at the secondary stage were moderate.

Conclusion:

The current study is concerned with identifying the problems of teaching English at the secondary stage from the viewpoint of view of the student teachers at the College of Basic Education in the State of Kuwait. The data was collected through a questionnaire consisting of (30) statements that were applied electronically to a sample comprising (164) male and female students at the Department of English at the College of Basic Education over a period of four weeks. The results of the current study concluded that the problems of teaching English at the secondary stage as a whole got to a moderate degree. This may be attributed to the presence of the problems related to the student such as: the interest in the academic achievement more than the linguistic development, the weakness of students at writing in English, and the existence of the problems related to the teacher such as: reliance on the recitation method of teaching, and the weak personality of some teachers which reduces the effectiveness of the teaching process. In addition, there are problems related to the curriculum: such as the poor concentration of the course on teaching English as a language of communication, and the focus of the course activities on specific aspects of learning English. The problems of teaching English were arranged as follows: the problems related to the student came in the first place with a

high degree, then the problems related to the curriculum got the second rank with a moderate degree, and the problems related to the teacher got the last order and with a moderate degree. It is also remarkable from the previous results that there is no effect of the variables of gender and the cumulative GPA on the responses of the study sample individuals regarding the problems of teaching English at the secondary stage because there is a consensus of the study sample on these problems which ranged between moderate and high.

Recommendations:

In light of the findings of the current study, the researcher recommends the following:

- Increasing students' motivation to learn English through the use of modern teaching methods and techniques.
- Providing laboratories for English at the secondary schools and supporting them with the appropriate technologies.
- Training teachers of English at the secondary stage to use the effective teaching methods that help overcome the obstacles faced when learning English.
- Preparing training courses for the teachers of English at the secondary stage in order to prepare them professionally and help them use modern technologies.
- Preparing training courses for teachers of English at the secondary stage on the skills of English regularly throughout the academic year.
- Encouraging teachers of English at the secondary stage to use diverse teaching method rather than the recitation method.
- Motivating teachers of English at the secondary stage to respond to students' inquiries in English.
- Directing teachers of English at the secondary stage to involve all the students to explain the subject and answer students' questions.
- Encouraging the secondary school students to express themselves in English through competitions and speaking on the school radio.
- Developing the secondary school students' ability to write in English.
- Establishing English language clubs to train the secondary school students to practice the skills of English.
- Amending the curriculum of English at the secondary stage to focus on teaching English as a language of communication.

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- Including all the aspects of learning English in the activities involved in the curriculum of English at the secondary stage.
 - Reviewing the curriculum of English at the secondary stage to take into account the cultural differences between the mother tongue and English.
 - Revising the curriculum of English at the secondary stage in order to connect the reading texts with the students' daily lives.
 - Conducting studies and research on the problems of teaching English on samples different from the sample of the current study.
 - Conducting studies and research on the reality of teaching practices among teachers of English at the secondary stage.
 - Conducting studies and research on the level of English skills among the students at the secondary stage.

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