

Problems and Challenges in the Teaching of English in Unaizah, Saudi Arabia: A Case Study

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ABSTRACT:

This study focuses on Unaizah, Saudi Arabia, and specifically sorts out all the Problems and Challenges encountered in the process of teaching English as a foreign language locally. English in Saudi holds an important position in the country's education system, but even so, many English learners have long failed to develop the ability to communicate smoothly in English. The specific bottlenecks are concentrated in four areas: understanding English, speaking English, writing standardized academic English, and independently solving problems using English beyond specific scenarios such as classrooms and exams. This study adopts a mixed-methods Case Study design to investigate the Problems and Challenges faced by local English language teaching from seven different dimensions. These seven dimensions are: the status of learners themselves, the situation of instructors, the overall curriculum design, the methods of assessing students, daily teaching practices, the use of technological tools in teaching, and the broader socio cultural environment. The research plans to collect data from three groups of people in several selected educational institutions in Unaizah. Four specific methods will be used: distributing questionnaires for respondents to fill out, conducting semi-structured one-on-one interviews, carrying out on-site observations of teaching processes in English classrooms, and sorting out and analyzing various official documents related to teaching. The collected data will be processed in two categories: quantitative data that can be converted into numbers will be analyzed using descriptive statistics; qualitative data that is mainly based on text records will be coded and categorized according to different themes to sort out common patterns. Past relevant Existing Saudi research has pointed out that several types of problems limit the advancement of communicative language teaching: grammar-centered teaching models, excessive reliance on using Arabic in English classrooms, too few opportunities for students to access real English usage scenarios, insufficient professional development support for teachers and assessments that only focus on memorizing knowledge points. Relevant

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conclusions can be found in (Khan, 2011; Seghayer, 2011; Alrashidi & Phan, 2015). This study expects to produce empirical evidence that fits the actual local conditions of Unaizah, and on this basis proposes improvement strategies adapted to the local context. These specifically include providing long-term and continuous professional development support for teachers, promoting communicative and task-based teaching methods, introducing formative assessment, Create English usage scenarios for students, and optimize the integrated application of technological tools in teaching. The conclusions of the final study will be used to support local English teachers, school administrators, and education policymakers to improve English language education in Unaizah and other regions in Saudi Arabia with similar conditions to Unaizah.

Keywords: English language teaching, EFL, Unaizah, Saudi Arabia, communicative competence, teacher development, case study.

Introduction

On a global scale, English has long become a necessity—whether it is to pursue higher university degrees, secure suitable jobs, communicate with people across the world, keep up with cutting-edge scientific research results, or relocate to pursue career development, nothing can be achieved without it. In Saudi Arabia, English is a compulsory foreign language course offered at all school levels from secondary school to university. In recent years, a growing number of professional courses have switched directly to English-medium instruction, and the importance of English continues to rise. Logically, with students spending enough time exposed to English and encountering it in more and more scenarios, their learning outcomes should meet the demand. But the reality is quite the opposite—even after years of continuous exposure to English in formal education, many people still fail to develop usable English skills, and cannot cope when it comes time to speak or write in English. Existing studies have clearly documented this status quo: many Saudi EFL students have studied English for several years, yet still struggle and feel inadequate when trying to communicate smoothly in English (Alrashidi & Phan, 2015; Khan, 2011).

The concerns go far beyond students occasionally making mistakes with one or two grammar points. At the root, many English

learners face critical bottlenecks: they cannot understand the natural daily speech of native speakers, cannot keep up with impromptu conversations that arise unexpectedly, cannot write complete academic papers of sufficient length, let alone use English confidently in daily life after leaving the prepared environment of an exam room. These unavoidable difficulties first drag down academic performance at school, and in the long run, they block many people from admission pathways and job opportunities that require English proficiency—those who want to apply for higher-level university programs or secure jobs that explicitly require English skills are not even eligible to apply if they fail to pass the language barrier (Fareh, 2010; Alrashidi & Phan, 2015).

Unaizah, located in the Al-Qassim region, is an excellent sample to study this language proficiency gap. The local education operation logic fully follows the national unified policy, aligning with the overall national framework, while also carrying out unique specific conditions of local institutions, learners, and the surrounding community. Conducting a focused Case Study of this small area can ground the universal Challenges summarized in previous national Saudi EFL teaching research in this specific region, clarify how these common problems actually occur and interact locally, rather than assuming that all regions and institutions across

the country face the same difficulties and applying a single set of generalized conclusions to all locations.

Problem Statement

English in Saudi holds an important position in the country's education system, but the process of teaching and learning English as a foreign language locally has long been constrained by many practical problems that prevent progress. First, outdated teaching mindsets persist, failing to create many opportunities for students to actually communicate in English; in addition, the teaching preparation of English teachers varies widely, with some meeting professional standards while others cannot keep up with demand, and the curriculum itself has inherent limitations. The situation in classrooms is even more problematic: either class sizes are too large to give every student attention, or students' English foundations are vastly different, making it impossible to advance teaching uniformly. Most critically, the exam orientation is skewed, with grading only focusing on whether grammar knowledge is correct, completely ignoring whether students have the practical ability to communicate in English.

Previous Saudi English-language research has also laid out these persistent long-standing problems. In addition to those mentioned above, several other problems have remained unsolved: for example, Arabic in English classes is often used extensively for lectures, and the entire class consists of teachers unilaterally outputting knowledge points in a cramming style, with students sitting passively receiving information and having no opportunity to practice speaking; after leaving the classroom and returning to daily life, students almost never encounter any scenarios that require the use of English, with only the short dozen minutes of class time available to practice English (Seghayer, 2011; Khan, 2011; Almohideb, 2019).

What specific forms do these obvious Challenges take in the specific location of *Unaizah*? Why have these problems emerged locally? What tangible impacts do these problems bring to local English language teaching? Currently, there is not enough

solid field research data to answer these questions, and there is an urgent need for relevant empirical research to fill this gap.

Purpose of the Study

The core goal of this study is to first sort out the core problems and long-standing unavoidable Challenges encountered in English language teaching at several selected educational institutions in *Unaizah*, Saudi Arabia. On the basis of clarifying these real problems, it then proposes improvement strategies that fit local actual conditions and can be directly implemented to support the improvement of local English teaching quality.

Research Questions

This study plans to answer four core questions, all centered on EFL teaching in *Unaizah*, Saudi Arabia:

What specific difficulties do English teachers and students encounter in local classrooms where English is taught as a foreign language?

How do the various daily teaching methods, course materials used in classes, and the methods of assessing students specifically affect the English learning process and outcomes of students?

What factors from the school system level, technological tool level, and local sociocultural level have an impact on English teaching work in *Unaizah*?

What improvement strategies do frontline teachers and students believe are most effective for improving the quality of teaching and learning English as a foreign language locally?

Literature Review

English Language Education in Saudi Arabia

Saudi EFL teaching has expanded rapidly in recent years. After all, for local people, English is tied to further education, international exchanges, employment, and national development—whether to apply for higher-level academic programs, interact with people outside the country, secure more competitive opportunities in the labor market, or even

support the development of the entire country, English is an indispensable tool. But the expansion of courses and the broad coverage of students do not mean that students can truly learn to communicate in English.

A review that systematically sorts out past relevant Saudi research attributes the reasons for students' insufficient English proficiency to several clear points: classes are entirely teacher-centered, students can only follow the teacher's pace, memorize knowledge points by rote, have very few opportunities to practice using English, lack intrinsic motivation to learn English, schools start offering English classes too late, the habit of speaking their native language interferes with English usage, and English teachers themselves have received far insufficient professional training (Alrashidi & Phan, 2015).

This problem is particularly prominent in higher education. Many students who have managed to enroll in English-medium majors cannot keep up with the language requirements of professional courses as soon as they enter school. When they learned English in secondary school, they practiced only fragmented grammar questions every day, devoting all their energy to coping with exams, and never properly learned how to use English to complete communication in academic scenarios, such as reading professional literature, writing course reports, or discussing professional issues with teachers and classmates (Alrashidi & Phan, 2015).

Pedagogical Challenges

A core unavoidable contradiction in language teaching is that the communicative teaching objectives set in the syllabus cannot be implemented in daily classrooms. To implement true communicative language teaching, students must take the initiative to figure out how to express their own meanings, interact with their classmates, not be afraid of making mistakes or seeming silly, receive targeted improvement suggestions from teachers, and even use language to handle real, practical situations that they actually encounter in life. But the operating logic of most traditional teacher-centered classrooms is completely the opposite—students only need

to sit quietly and passively receive the content prepared in advance by the teacher: word-for-word explanations of texts, translations of words and sentences, formal grammar rules, and standardized standard answers for exams.

This teaching method is not completely useless; it allows students to recognize and distinguish different grammatical forms in exam papers and select the correct answers to multiple-choice questions, but it cannot develop fluent spoken English that can be used spontaneously, nor can it cultivate the language application ability to respond flexibly to any scenario.

Saudi EFL research has long repeatedly mentioned that this traditional teaching method has always been the core reason for the low level of students' spoken English. One study pointed out that all parties participating in the survey believe those teachers' insufficient qualifications to meet teaching requirements, using Arabic to explain all content during lectures, and clinging to outdated and rigid teaching methods are the main factors preventing students from using English to communicate orally (Khan, 2011).

It is necessary to clarify that the problem has never been to completely drive Arabic out of language classrooms—occasionally using the native language to assist explanations when students cannot understand can actually help students quickly grasp complex new knowledge, and this strategic use of the native language is useful. What is truly worrying is excessive reliance on translation, spending most of the class time lecturing in Arabic. It completely replaces the English listening and English content that should be continuously input, and also squeezes out all the peer interaction links in the classroom that can help students develop practical communication skills.

Teacher Preparation and Professional Development

Whether EFL teaching reform can be implemented effectively depends on the most core variable: teachers. To meet the requirements of reform, teachers must first have qualified English proficiency themselves, then understand systematic teaching knowledge, be able to create

exams that meet teaching objectives, interpret students' learning situations, manage a classroom of dozens of students, and more importantly, be able to adjust their teaching content and pace at any time to adapt to each student's learning rhythm when facing students with completely different foundations and needs. However, past relevant Saudi research has consistently pointed out that insufficient professional preparation of teachers is a recurring long-standing problem (Almohideb, 2019; Seghayer, 2011).

Professional development training that can truly help teachers must meet several conditions: it must be continuous rather than one-off, fit the actual situation of frontline teaching rather than teaching empty theories, allow teachers from the same school or region to communicate and refine their teaching methods, and always focus on the specific problems that actually arise in classrooms. Short-term lectures that only last a few classes, have no one-on-one mentoring from senior tutors and no follow-up support after the training ends, can hardly change the teaching habits that teachers have developed over many years.

The support that frontline teachers really need covers several specific teaching directions, including how to implement task-based teaching, how to use formative assessment, how to implement inclusive teaching strategies, how to teach pronunciation, how to use digital tools to assist teaching, and how to use English as the main classroom language effectively, so as to avoid communication barriers and provide students with a sufficient language environment.

Curriculum and Textbook Challenges

A qualified curriculum design must connect the learning objectives, classroom activities, all teaching materials used, and the methods of assessing students into a coherent line from start to finish, with no disjointed or contradictory parts. If the textbooks used in the classroom have problematic activity designs, either the difficulty far exceeds the students' current English proficiency, making the activities impossible to complete; or the scenarios and experiences mentioned in the content are completely

unrelated to the daily lives of local students, so they cannot relate to them, and students will easily lose interest in the course, become unmotivated, and simply give up participating. If the teaching syllabus also requires teachers to cover dozens or even hundreds of grammar points in the already limited class time, teachers will only be pressured by deadlines, focusing only on rushing to progress to "finish teaching the content of the entire book", and have no time to stop to help students digest the knowledge thoroughly, learn it solidly, and develop long-lasting English proficiency.

Previous research on English education policies in Saudi Arabia has pointed out three types of common problems: the curriculum does not meet actual needs, frontline teachers have access to far insufficient training, and no one in the entire education system takes cultivating students' ability to communicate in English seriously (Seghayer, 2011). It is precisely because these long-identified old problems persist that this Case Study focusing on the *Unaiqah* region specifically takes the adaptability of local English textbooks as a core research direction, to truly clarify from the perspective of frontline English teachers in *Unaiqah* whether the currently used textbooks have cultural content that fits the local context, difficulty that matches the students' existing English proficiency, can provide enough interactive practice designs for students to speak, and whether the overall content can meet the actual needs of students' further education and employment, truly supporting their academic and career development.

Assessment and Examination Orientation

What is tested in exams directly determines what is taught and learned in the classroom. High-stakes exams that are related to further education, course completion, and certification will even dictate the rhythm and focus of the entire classroom. If these critical exams only value whether grammar is written correctly, whether words are memorized proficiently, and answers to multiple-choice questions that test isolated knowledge points—that is, points can only be scored by answering these isolated small

questions—then both teachers and students will naturally devote all their time and energy to practicing these content areas—after all, to cope with exams, prioritizing the content that can earn points is the most practical choice. As for the abilities that require long-term practice and comprehensive training, such as speaking English, understanding others' English, completing tasks in English with classmates, and writing long English essays, because they account for a negligible proportion of formal exams, or are not even tested at all, gradually no one will spend energy focusing on them.

This mismatch will lead to very bad outcomes: students may get good exam scores, with seemingly qualified written results, but when they actually need to use English in real scenarios, such as chatting with foreigners, understanding a foreign language lecture, or writing a formal English email, they still dare not speak or write, and cannot communicate freely in English. To reverse this situation, a balanced evaluation system must be established—cannot only retain traditional test questions such as multiple-choice questions that only require selecting answers, but must also add tasks that test practical application ability, such as compiling a portfolio of one's English learning progress over a semester, giving a full English topic presentation in front of the class, completing short dialogue exercises that require cooperation with classmates, listening tasks that test real listening comprehension, and process-oriented writing training that tracks revisions from the first draft to the final version. In this balanced system, process-oriented feedback is particularly important; it can help students identify the specific shortcomings they need to improve next, pointing out which part of their listening response is slow, which types of grammar are always used incorrectly, and which expressions are unidiomatic when speaking, unlike a single final score that only tells students what grade they got, with no indication of where to improve next.

Learner-Related Challenges

Students entering the same English classroom have vastly different situations. Some have a solid

English foundation, can keep up with the teacher's pace and even expand their learning further; others have weak foundations and struggle to follow even the most basic lectures. Their expectations for the course also differ: some truly want to master English to use it, while others only want to earn enough credits to pass the exam, so their learning motivation is completely different. Their confidence in their own English abilities, where they previously studied English, and whether they have experience practicing English outside of class, all these unique individual conditions directly determine whether they will take the initiative to speak and participate in interactions in class.

Fear of being laughed at by classmates for making mistakes, freezing up when speaking English in front of the whole class, insufficient vocabulary to accurately express what they want to say, poor grammar and pronunciation foundations, and fear of making mistakes and embarrassing themselves, all these problems combined not only reduce the number of times students take the initiative to raise their hands and participate in classroom activities, but even when they force themselves to speak, they cannot express their ideas smoothly, so the quality of participation cannot be improved. In addition, many students have only regarded English as a compulsory course that must be passed since they started learning it, and think that once they pass it, it is over; they never see it as a tool that can be practically used—whether for daily communication with foreigners, or for improving their competitiveness in the future workplace.

Apart from the regular English classes at school, students can hardly find any other scenarios to use English, and the existing learning barriers will only become more serious. In Saudi Arabia, people chat with friends and family, go shopping, and handle all daily affairs in Arabic; English is not the mainstream language in daily social interactions, so students have no opportunity to practice English in unplanned, natural daily scenarios. As early as 2010, a scholar's study pointed out that the lack of access to English environments around them is a core barrier to learning English (Fareh, 2010). Precisely because

there is no chance to practice outside of class, English classrooms at school are particularly important—they are almost the only place where students can properly use and practice English, and cannot be wasted.

Technology and Learning Resources

Technology can help English learners access a wide range of learning resources: authentic English audio and video, interactive exercises to practice with, online English reading materials that can be accessed at any time, digital learning feedback, and even direct communication with English-speaking communities around the world. These are conditions that are difficult to obtain relying solely on textbooks and classrooms. But having these technological tools alone will not automatically improve learning outcomes. For technology to truly help, several key conditions must be met: schools must have the basic hardware and network to support these tools, teachers must be able to use these technological means for teaching, students can access these tools at any time without being blocked by barriers, the learning tasks designed with technology must truly align with English learning goals, and schools must provide long-term support for the maintenance and update of these tools; missing any one condition may make technology nothing more than a decoration. A 2024 report specifically studying English teaching in Saudi schools sorted out the unavoidable Challenges in local English teaching, which involve many aspects: limitations of the learning environment, outdated teaching materials, problems encountered by students themselves, insufficient preparation of teachers, and the inability of technological tools in classrooms to function properly. This report is *The Challenges of Effective English Language Teaching in Saudi Schools*, 2024.

To clarify the problem of integrating technology into English teaching in Unaizah, Saudi Arabia, the first step is to verify the most basic details: can local English teachers stably access these usable conditions—whether they have a stable and uninterrupted network, language laboratories that allow students to concentrate on practicing

listening and speaking, a unified learning management system to track student progress, projectors in classrooms that can work normally at any time, suitable software that meets teaching needs, and more importantly, whether these teachers have received special training in digital pedagogy, knowing how to use these tools to help students learn English, rather than only knowing how to turn on the equipment. Another equally important matter is to find out whether local schools use technology as a bridge to help students actively communicate with native English speakers and practice practical language skills, or only use projectors as enlarged textbooks, projecting the text from the book onto the wall and considering that technology has been used, with the operating logic of the class being no different from traditional classrooms decades ago.

Methodology

Research Design

This study will adopt a convergent mixed-methods case-study design to sort out the real ecosystem of local English teaching. Two completely different types of data will be collected first for cross-verification: one type is quantitative data, which will count the frequency of various teaching problems in different scenarios and the severity of the problems perceived by practitioners—that is, how many times these problems have occurred, and how thorny teachers, students, or administrators believe these problems are. The other type is qualitative data, which will be analyzed in more depth, grounding the problems identified in the quantitative data in specific scenarios, clarifying how these problems gradually emerge in a specific classroom or a specific institution, and what deeper root causes lie behind each problem.

Research Setting and Participants

This study will be carried out in selected secondary schools, colleges, or university foundation programs in the *Unaizah* region. All research participants to be recruited for this study will come from these selected institutions, and eligible participants include:

20–30 EFL teachers.

150–250 students studying English.

3–5 academic coordinators or administrators.

The selection of educational institutions and teaching staff to participate in the study uses a purposive sampling method, which is, intentionally selecting subjects that meet the research needs. As for the student group to be selected there is no fixed requirement for whether to use stratified sampling or convenience sampling; it depends on two practical conditions: first, whether the students can be accessed smoothly, and second, whether the research arrangement for students can pass ethical review. After both conditions are confirmed, the specific sampling method will be determined.

Instruments

This study uses five research tools to collect information, each tool corresponding to a specific survey direction.

The questionnaire for teachers includes questions covering teaching methods, relevant training received by teachers, current curriculum arrangements, student assessment methods, available teaching resources, the use of technological tools in the classroom, student participation in class, and teaching support provided by the school.

The questionnaire for students is designed around several types of personal conditions: motivation to learn English, anxiety generated while learning English, daily access to English opportunities, participation in classroom activities, specific difficulties encountered in the learning process, and personal learning preferences.

Semi-structured interviews are only conducted with teachers and teaching administrators to collect in-depth personal views that cannot be covered by questionnaires.

There is also a dedicated classroom observation checklist to record various details during the class: the duration of the teacher's solo lectures, the proportion of Arabic and English used in the classroom, interactions between learners,

feedback given by teachers to students, the status of group activities, the actual use of technological tools, and various assessment methods used in the classroom.

Finally, there is a document analysis link, where researchers will sort out teaching syllabi, textbooks, exam papers, course objectives, and relevant school policies, and organize various related information from these core teaching materials.

Data Analysis

The recovered questionnaire data will be processed using three commonly used analysis tools: SPSS, Jamovi, or Excel, and specifically calculate the frequency, percentage, mean, and standard deviation of the data. As for the content of interview recordings and on-site notes from classroom observations that cannot be directly counted numerically, thematic analysis will be used to organize them. The first step of organization is to mark all repeatedly mentioned ideas with corresponding codes. After coding all content, the codes pointing to the same type of problem are grouped together to form different analytical themes. Next, the views put forward by teachers will be compared with the feelings expressed by students to see the differences between the two perspectives. Finally, all results obtained from different data collection tools will be cross-checked, and the information obtained from questionnaires, interviews, and observations will be mutually verified to ensure that the final conclusions are consistent and credible.

Ethical Considerations

All teachers, students, and teaching administrators participating in this study will receive a written information sheet in advance. This sheet will clearly state all the rights related to your participation in the study: first, what this study will do exactly; second, your participation is completely voluntary, you can choose to participate or leave at any time without any trouble; third, all your personal information will be strictly protected and will never be disclosed arbitrarily. Finally, it will be clearly stated that from the first day you decide to join the study,

you can choose to withdraw at any time, and withdrawing at any time will not have any impact on your work, study, or life.

Before formally starting to collect any research-related materials and data, all participants must first fully understand the content of this information sheet, and then obtain a signed written informed consent form from each person. If a consent form is not signed, no data collection work will be started under any circumstances.

In all subsequent research materials, the real names of any participants will never appear; each person will be given a pseudonym, or a unique ID number that only the research team can match to replace their identity. Not only the personal information of participants, but also the real names of all local educational institutions involved in this study will be anonymized and will not be disclosed casually. Only if the official permission of an institution is obtained in advance to agree to disclose its real identity can the institution's real name be written in the research materials.

Anticipated Findings and Discussion Framework

This study may find that local English teaching in *Unaiḡab* is caused by a set of intertwined problems, rather than a single isolated link going wrong. That is, the local English teaching problems are never as simple as "one thing not done well"; all the obstacles blocking teaching are intertwined and cannot be separated, and no single issue can be singled out to bear all the responsibility. For example, the lack of opportunities for students to practice spoken English may be caused by several factors combined: pressure to cope with exams, excessively large class sizes, students' own fear of making mistakes when speaking, insufficient class time per session, and English teachers themselves not having received sufficient training in communicative language teaching. From exam pressure to classroom capacity, from students' psychological barriers to time constraints, and to teachers' own teaching ability gaps, the combination of multiple factors has crowded out

the space for students to practice speaking. Without any one of these factors, the situation would not be what it is today. It is wrong to blame students' poor English proficiency entirely on the students themselves, or entirely on the teachers; no single subject can bear the responsibility for all the problems, nor can the complex situation be straightened out by changing only one party alone.

Themes for analysis include:

Local English classrooms have long relied excessively on grammar translation and one-way teacher explanations, with most of the class time spent by the teacher translating texts sentence by sentence and breaking down grammar rules, while students only need to take notes. Students have few opportunities to speak and interact with classmates, and rarely take the initiative to express themselves in English throughout the class, let alone team up with classmates to communicate and practice in English. The training objectives set in the curriculum syllabus do not match the actual exam requirements; the syllabus requires the development of the ability to communicate in English, but exams still only test rote-learned content such as grammar and vocabulary. Teachers have never had the opportunity to participate in long-term training related to communicative language teaching and digital teaching, and can only rely on their own exploration, unable to master the teaching methods that guide students to communicate in English, nor to apply digital tools in the classroom. Students in the same class have uneven English proficiency; some can already express themselves fluently, while others cannot even recognize basic vocabulary, and most students have been plagued by persistent anxiety about learning English, fearing mistakes and poor exam performance. There are too few opportunities to access real English scenarios outside of class; daily life is entirely an Arabic-speaking environment, and there are almost no occasions that require the use of English except in class. Not everyone can access and make good use of educational technology tools; some schools are fully equipped with devices and network access, while others do not even have a

stable network. Even if devices are available, many teachers do not know how to use these tools to assist teaching. There is a need for student-centered teaching materials that adapt to local conditions; current textbooks either do not fit the daily life scenarios of local students, still follow the old model of teachers lecturing and students taking notes, and cannot mobilize students' initiative to learn. These problems are consistent with the conclusions in the existing Saudi EFL literature, but the unique value of the *Unaiẓah* Case Study lies in specifically identifying the most prominent local problems, recording how all participating parties sort out the root causes of these problems, and which improvement solutions they believe can be truly implemented and promoted.

Recommendations

First, fixed professional development programs must be launched for English teachers. These programs must be implemented long-term, not one-off short-term lectures, and the content covered must practically solve the pain points in teaching, including communicative language teaching that focuses on enabling students to communicate in English, task-based learning that practices English by assigning specific tasks, formative feedback that helps students revise their problems step by step, inclusive teaching methods that take care of students with different foundations, and digital teaching that uses digital tools in teaching.

Classes cannot be entirely teacher-led; structured activities that allow every student to speak must be designed, such as pair work for two people to practice dialogues, information gap activities that require mutual supplementation, group debates, role-playing scenario simulations, short personal presentations, and tasks to solve practical problems together, forcing students to take action to communicate in English. Exam content must be aligned with real learning objectives; it is not acceptable to only teach what is tested. The old approach of only testing grammar and vocabulary must be changed; in addition to these basic contents, oral expression, listening comprehension, the process of writing essays,

and the ability to interact with others in English must also be included in the assessment, so that teachers and students are willing to spend energy practicing these truly useful abilities. The use of Arabic in the classroom must be strategic, and only used occasionally when students cannot understand and need special clarification. The vast majority of class time must be reserved to provide students with authentic English input, create English interaction scenarios that can be used for real communication, and avoid lecturing about English entirely in Arabic, depriving students of the opportunity to access a real English environment. In addition to the classroom, more opportunities for students to use English outside of class must be created, such as establishing English clubs, dialogue circles to practice spoken English, peer tutoring where senior students help junior students, spoken language laboratories dedicated to practicing speaking, and online exchange activities that connect with foreign students, helping students step out of textbooks and access more English usage scenarios beyond textbooks.

The currently used textbooks and all supplementary materials must be re-examined one by one to clarify whether these materials meet the existing level of local students, can adapt to the actual situation of *Unaiẓah*, comply with local cultural taboos and meet cultural sensitivity requirements, and have practical value to help students practice their communication skills. Those that are unqualified must be adjusted or replaced in a timely manner.

When providing digital infrastructure for teachers, it is not enough to only assemble the hardware; corresponding training must also be provided. The hardware must be stable and usable, and the training must not only teach how to operate these devices, but must focus on how to use these digital tools to improve teaching methods, so that technology can truly help students learn English, rather than being just for show.

A school-wide teaching needs assessment must be conducted at regular intervals. When conducting the assessment, it cannot only rely on

administrators' subjective judgments; real feedback from three parties must be collected, including students in class, teaching teachers, and teaching administrators. Teaching adjustments must be made according to the needs put forward by everyone, and the problems encountered must be solved one by one.

Conclusion

To teach English well in *Unaiḡah*, we must first recognize that factors such as teaching methods, assessment systems, teacher growth, student motivation, school resources, and the local social environment are intertwined, and none can be viewed in isolation. These factors do not affect teaching independently; whether it is the teaching methods used in the classroom, how students are graded at the end of the semester, whether teachers have the opportunity to improve their teaching abilities, whether students are willing to take the initiative to learn English, whether the school can provide sufficient teaching resources, or even whether the local environment creates space for learning English, these matters are all interconnected. It is impossible to straighten out local English teaching by only focusing on one problem.

The planned Case Study will not rely on the generalized national situation of Saudi Arabia like many past studies, but will truthfully record the real experiences of local people in *Unaiḡah*, and then list implementable, locally adapted reform priorities. Many previous relevant studies only produced generalized conclusions applicable to

the entire country, which often cannot fit the actual local contradictions of a specific place like *Unaiḡah*. This study aims to fill this gap by first recording the real difficulties and experiences that local people encounter in teaching and learning English, then sorting out which reforms are the highest priorities for local implementation, rather than perfunctorily presenting empty general principles.

For the improvement of English teaching to be sustainable, the core is to provide sufficient support for teachers, helping them turn the classroom into a place where students can truly take the initiative to practice listening, speaking, reading, and writing, collaborate with peers, and receive specific, useful improvement feedback. Only in this way can improvement be more than empty talk. This sustainable positive improvement can only be achieved under the premise that all necessary support is provided to teachers. Teachers will not be constrained by various conditions, and can lead students to break away from the passive model of only listening to the teacher's lectures, actively participate in every English exercise, not only master their own listening, speaking, reading, and writing skills, but also complete tasks with classmates. After each practice, they can receive feedback from the teacher that clearly points out what needs to be adjusted and how, rather than only getting a vague score. Only then can such improvement truly take root, and not revert to the original state after a period of implementation.

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