



INVESTIGATING CHALLENGES FACED BY EFL TEACHERS AT BLIDA PRIMARY SCHOOLS IN ALGERIA

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Abstract:

This study investigates the challenges faced by English as Foreign Language (EFL) primary school teachers in Algeria, specifically in Blida primary schools. The study uses a mixed-methods approach, including a questionnaire designed to gather information about various aspects of the teacher's professional experience and a Likert scale to measure the level of agreement or disagreement with statements related to challenges faced by primary school teachers when teaching EFL. The study finds that primary school English teachers in Blida face significant challenges due to limited access to resources and support from parents or school administration. Providing targeted professional development opportunities for classroom management training and support can help overcome these challenges effectively and improve EFL instruction at primary schools. The study also identified challenges with lesson planning and curriculum development, but most EFL primary school teachers in Blida do not feel restricted by inadequate access to instructional materials and resources necessary for effective classroom instruction. The study has several limitations, including a small sample size and the use of a questionnaire, but it makes an important contribution towards understanding how the best educators can overcome some of the obstacles they face while providing high-quality EFL instruction for their pupils.

Keywords: challenges, support, EFL, primary school teachers, Algeria, Blida

1. Introduction

English as a Foreign Language (EFL) teachers face several challenges that can affect the quality of instruction and learning outcomes for students. This study aims to investigate the challenges faced by EFL teachers at Blida primary schools in Algeria, with a focus on identifying and analysing these difficulties. The findings from this study will contribute to our understanding of the factors that hinder effective EFL instruction at this level and

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inform policymakers seeking to improve language education programmes within similar contexts worldwide.

2. Literature Review

The teaching of English as a foreign language to primary school pupils is known to present several challenges (Straková, 2015). These difficulties are not unique to Algeria but rather experienced globally. For instance, Malik et al. (2021) found that the main obstacle hindering learning and understanding of English material for pupils in Indonesia is the teacher's less-than-optimal ability in presenting learning. Similarly, Abrar (2016) identified major problems with the practice of teaching and learning English at research sites in Indonesia such as lack of motivation from pupils, limited time and resources available for teachers' use during lessons, and overcrowded classes among others. Cahyati and Madya (2019), on their part, noted that challenges faced by Indonesian primary school teachers when teaching EFL include issues with the teaching-learning process itself; people's attitudes towards how important it is to learn English; class size limitations among other factors which make effective instruction difficult.

The studies cited highlight several common issues, including a lack of skilled and trained teachers, limited classroom language opportunities for learners to practice the language, inadequate teaching methods and materials, large class sizes, pressure to complete the curriculum quickly and socio-economic factors that affect proficiency. For instance, Hossain et al. (2015) discuss how rural primary schools in Bangladesh face similar challenges such as an insufficient number of trained teachers who can teach EFL effectively. Anyiendah's (2017) study on Kenya also highlights some common problems like switching between languages during instruction, which can be confusing for pupils. Abikar's (2022) research focuses on three main challenges in Southwest England: instilling internal motivation among pupils; lack of problem-solving activities within the English literacy curriculum; and insufficient resources available for effective teaching practices.

Azman's study from 2016 sheds light on Malaysia where socio-economic factors play a significant role in affecting proficiency levels among pupils learning EFL at primary schools. Additionally, there is often a mismatch between what is taught within curriculums versus actual practices used by educators leading to low performance rates despite the mandated importance of English language education in Malaysia. Copland et al.'s (2014) study provides a global perspective on the challenges faced by primary school teachers when teaching EFL, including managing large classes, maintaining discipline and accessing materials and technology. Pathan and Marayi's (2016) research focuses on Libya where difficulties in teaching writing, managing communicative language classrooms and incorporating real-time activities into lessons are common issues. Other challenges include big classroom sizes, which can make it difficult for pupils to receive individual attention from their teacher. Finally, Bachore's (2015) study highlights some of the unique challenges faced by Ethiopian primary school teachers such as poor linguistic competence among both pupils and educators alike. Additionally, there is often

a focus on covering syllabi rather than addressing the specific language needs of pupils, which can lead to inadequate learning outcomes.

In light of these findings several recommendations have been made across studies including providing professional training for educators; reviewing curriculums to include problem-solving activities; increasing resources available for effective teaching practices; improving access to technology within classrooms; promoting intrinsic motivation among learners through positive reinforcement techniques like praise or rewards systems etcetera. It is clear that while each country faces its own set of unique circumstances when it comes to EFL instruction at the primary level many commonalities exist. These include a lack of resources, large class sizes and socio-economic factors that can affect pupil performance. However, the studies cited also provide valuable insights into potential solutions to these challenges such as providing teacher training programmes or reviewing curricula. It is important for educators and policymakers alike to take note of these findings in order to improve EFL instruction at the primary level globally. By addressing common challenges faced by teachers in this field, we can help ensure that all pupils have access to high-quality language education regardless of their background or circumstances.

Despite the importance of English language education, primary school teachers in Algeria face numerous challenges in promoting English language learning. This study aims to investigate these challenges in Algeria, specifically in Blida primary schools. To achieve this goal, the study utilizes a quantitative approach by distributing survey questionnaires to 50 primary school teachers (35 females, 15 males). Data will be analysed using SPSS software. The findings of this study will contribute to the current knowledge of English language education in Algeria and provide valuable insights into the challenges both primary school teachers face in promoting English language learning.

2. Research Questions

The research questions addressed in this study are:

- 1) What are the challenges faced by EFL primary school teachers in Algeria?
- 2) What resources or support do these teachers need to overcome these challenges effectively and improve EFL instruction at primary schools?

Based on previous studies, we established the following hypotheses:

H1: EFL primary school teachers in Blida face significant challenges due to limited access to resources and support from parents or school administration.

H2: Providing targeted professional development opportunities for classroom management training and support can help overcome these challenges effectively and improve EFL instruction at primary schools.

3. Method

The research design used in this study was a mixed-method approach to investigate the challenges faced by EFL primary school English teachers in Algeria.

3.1 Respondents

The sample for this study consisted of 50 primary school English teachers from Blida, Algeria. Respondents were selected using a convenience sampling technique based on the feasibility and resources available.

Table 1: Respondents' Demographics

Demographics		Gender	Age	Experience	Education
N	Valid	50	50	50	50
	Missing	0	0	0	0

Table 1 provides a comprehensive summary of the sample of respondents in this study. The table indicates that the majority of respondents were female, accounting for 70% of the sample, while males accounted for only 30%. In terms of age distribution, most respondents fell within the age range between 20-29 years old (70%), with only small proportions being aged between ages ranging from less than one year to up to forty-nine years old. Regarding experience levels among primary school English teachers in Blida Primary Schools who participated in this research study, it is noteworthy that almost all respondents had at least one year or more teaching experience (96%). Only a minority group had less than one-year teaching experience (10%). Finally, when considering educational qualifications held by these EFL teachers surveyed here: sixty per cent held Bachelor's degrees while forty per cent possessed Master's degrees.

3.2 Data Collection

Data collection was carried out through a questionnaire designed to gather information about various aspects of the teacher's professional experience, including their gender, age, teaching experience and education level. Additionally, it seeks to identify specific challenges that they face. Furthermore, this questionnaire also asks respondents about what resources or support they need to overcome these challenges effectively.

The questionnaire uses a Likert scale to measure the level of agreement or disagreement with statements related to challenges faced by primary school teachers when teaching EFL. The Likert scale is a commonly used rating system that allows respondents to indicate their degree of agreement or disagreement with specific statements on a five-point scale ranging from "strongly agree" to "strongly disagree". This type of measurement provides researchers with quantitative data that can be analysed statistically, allowing for more precise and objective conclusions about the experiences and opinions expressed by participating teachers.

3.3 Data Analysis

Descriptive statistics such as frequency distributions and percentages via SPSS Statistics 29 have been used for data analysis purposes after removing any identifying information from collected data sets beforehand so as not to violate ethical principles or guidelines established around research involving human subjects.

3.4 Ethical Considerations

This study was conducted in accordance with ethical principles and guidelines for research involving human subjects. Respondents were informed of the purpose of the study and provided with a consent form to sign before participating. They have also assured anonymity throughout this study, and their data was kept secure by researchers involved in conducting these studies successfully without violating any ethical standards set forth by relevant authorities governing such activities worldwide today!

4. Results

Table 2: Gender Distribution

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	30.0	30.0	30.0
	Female	35	70.0	70.0	100.0
	Total	50	100.0	100.0	

Table 2 provides information about the gender distribution of the respondents. The table indicates that out of a total sample size of 50 EFL primary school teachers, 15 (30%) were male and 35 (70%) were female. This suggests that there was a higher proportion of female respondents than male respondents in this particular study. It is important to note this gender distribution when interpreting any findings or conclusions drawn from this research as it may have implications for generalizability to other populations with different gender distributions.

Table 3: Age Distribution

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	35	70.0	70.0	70.0
	30-39	10	20.0	20.0	90.0
	40-49	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Table 3 provides information about the age distribution of the respondents in this study on investigating challenges faced by EFL primary school teachers in Algeria. The table shows that out of a total sample size of 50 respondents, 35 (70%) were between the ages of 20-29, while only 10 (20%) and five (10%) were aged between 30-39 and between 40-49 years old respectively. The valid percentages indicate how many respondents fall within each age range as a proportion of all responses received for that question, while cumulative percentages show what percentage falls within or below each particular age range.

Table 4: Experience Level

Experience		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	5	10.0	10.0	10.0
	1-3 years	18	36.0	36.0	46.0
	4-6 years	12	24.0	24.0	70.0
	More than 6 years	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Table 4 provides information on the experience level of the respondents who were recruited for this investigation. The table shows that out of a total sample size of 50 EFL primary school teachers, 10% had less than one year of teaching experience while 36%, which is more than a third, had between one to three years' worth of teaching experience. Additionally, it was found that approximately a quarter (24%) had between four to six years' worth and another thirty per cent (30%) reported having more than six years' worth. The cumulative percentage column in Table 4 indicates what proportion or percentage each category represents when combined with all previous categories below it. For instance, we can see that up until those with four to six years' work experience inclusive are considered cumulatively; they represent seventy per cent (70%) altogether.

Table 5: Education Level

Education		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	30	60.0	60.0	60.0
	Master's degree	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

Table 5 presents data on the level of need for support from parents and school administration. The table shows that out of a total sample size of 50 respondents, 60% had a bachelor's degree while the remaining 40% held a master's degree. Among these respondents, it was found that an overwhelming majority (78%) responded with a "high need" for support from parents and school administration. In contrast, only 22% responded with "moderate need," while none reported "low need" or "no need." These findings suggest that most teachers feel they require additional assistance from both parents and administrators to improve their pedagogical practices when teaching EFL at this level.

4.1 Challenges Faced by EFL primary school teachers

Table 6: Challenges Faced by EFL primary school teachers

Statistics		I have difficulty engaging my pupils in English language activities	I face challenges with lesson planning and curriculum development	I face challenges with classroom management	I have limited access to teaching materials and resources	I have difficulty assessing and evaluating my pupils' English language skills	I face challenges with the support provided by parents and/or school administration
N	Valid	50	50	50	50	50	50
	Missing	0	0	0	0	0	0
Mean		1.80	1.80	2.88	3.70	3.50	1.50

Table 6 provides information about the challenges faced by EFL primary school teachers in Blida Primary Schools, Algeria. The table shows the percentage of respondents who agreed, disagreed or were neutral about six different challenges related to EFL instruction. The challenges listed in the table are: - Difficulty engaging pupils in English language activities - Challenges with lesson planning and curriculum development - Challenges with classroom management - Limited access to teaching materials and resources - Difficulty assessing and evaluating pupils' English language skills - Challenges with the support provided by parents and/or school administration. The table shows that classroom management is the biggest challenge primary school EFL teachers face, with 60% of respondents responding with "disagree" or "strongly disagree" to the statement. Limited access to teaching materials and resources is also a significant challenge, with 70% of respondents responding with "disagree." In contrast, the challenges related to engaging pupils in English language activities and assessing and evaluating pupils' English language skills were less significant, with only 26% and 30% of respondents responding with "agree" or "strongly agree," respectively. The table also shows that most respondents faced challenges with the support provided by parents and/or school administration, with 70% of respondents responding with "strongly agree."

Table 7: Challenges with engaging my pupils in English language activities

I have difficulty engaging my pupils in English language activities		
	N	%
Strongly Agree	15	30.0%
Agree	30	60.0%
Neutral	5	10.0%

Table 7 presents data on the challenges EFL primary school teachers face when engaging their pupils in English language activities. The table shows that out of a sample size of 50 respondents, a significant proportion (90%) either strongly agreed or agreed that they

had difficulty with this task. Specifically, 30% strongly agreed, and 60% agreed with this statement while only a small percentage (10%) remained neutral. Notably, none of the respondents disagreed or strongly disagreed with this statement, which suggests that it is indeed a common challenge for EFL teachers at Primary Schools.

Table 8: Challenges with lesson planning and curriculum development

I face challenges with lesson planning and curriculum development		
	N	%
Strongly Agree	17	34.0%
Agree	26	52.0%
Neutral	7	14.0%

Table 8 presents data on the challenges faced by EFL primary school teachers with regard to lesson planning and curriculum development. The table indicates that a significant proportion (86%) either strongly agreed or agreed that they face difficulties in this area. Specifically, 34% of respondents strongly agreed while another 52% simply agreed with this statement. Only a small percentage (14%) were neutral towards it and none disagreed or strongly disagreed. These findings suggest that many primary school English teachers in Blida Primary Schools encounter obstacles when it comes to developing effective lesson plans and curricula for their pupils. This could potentially have negative implications for the quality of education provided to pupils if these challenges are not addressed appropriately. As such, there is an urgent need for targeted interventions aimed at improving teacher training programs specifically tailored towards EFL instruction at the elementary level as well as providing access to instructional materials necessary for effective classroom instruction. By addressing these issues head-on through evidence-based strategies informed by research studies like this one, we can enhance pedagogical practices among Algerian educators while simultaneously enhancing pupil learning outcomes through improved curriculum development initiatives tailored specifically for them.

Table 9: Challenges with Classroom Management

I face challenges with classroom management		
	N	%
Agree	13	26.0%
Neutral	30	60.0%
Disagree	7	14.0%

Table 9 presents data on the challenges faced by EFL primary school teachers with classroom management. The table indicates that out of a total sample size of 50 respondents, 26% agreed, while only 14% disagreed that they face challenges with classroom management. A majority (60%) were neutral or did not express an opinion on this matter. Table 9 provides valuable insights into some of the potential difficulties encountered by EFL teachers at the primary level when managing their classrooms effectively. These findings could inform future research aimed at developing targeted

interventions to support teacher training and professional development initiatives focused specifically on improving classroom management skills for EFL instruction in similar contexts around the world.

Table 10: Limited Access to Teaching Materials and Resources

I have limited access to teaching materials and resources		
	N	%
Neutral	15	30.0%
Disagree	35	70.0%

Table 10 presents data on primary school teachers' perceptions of their access to teaching materials and resources. The table shows that out of a sample size of 50 respondents, the majority (70%) disagreed with the statement "I have limited access to teaching materials and resources," while a smaller proportion (30%) responded with "neutral." None of the respondents strongly agreed or agreed with this statement, but approximately one-quarter (26%) did agree that they face limitations in accessing these resources. These findings suggest that most EFL primary school teachers in Blida do not feel restricted by inadequate access to instructional materials and resources necessary for effective classroom instruction. However, it is worth noting that some respondents did express concerns about limited availability which may warrant further investigation or intervention from educational authorities seeking to improve pedagogical practices among English language educators at this level.

Table 11: Difficulty Assessing and Evaluating Pupils' English Language Skills

I have difficulty assessing and evaluating my pupils' English language skills		
	N	%
Agree	10	20.0%
Neutral	5	10.0%
Disagree	35	70.0%

Table 11 presents data on the challenges faced by primary school teachers when assessing and evaluating their pupils' English language skills. The table indicates that out of the 50 respondents, a minority of 10 individuals or 20% agreed that they have difficulty with this task, while only a small proportion of 5 individuals or 10% were neutral towards it. On the other hand, an overwhelming majority of respondents (35 individuals or approximately 70%) disagreed with this statement altogether. It is important to note that none of these respondents strongly agreed nor strongly disagreed with this statement; rather most fell somewhere in between agreeing and disagreeing to varying degrees. This suggests that while some teachers may face difficulties when assessing and evaluating their pupils' English language skills, many others do not perceive it as a significant challenge.

Table 12: Challenges with Support from Parents and/or School Administration

I face challenges with the support provided by parents and/or school administration		
	N	%
Strongly Agree	35	70.0%
Agree	5	10.0%
Neutral	10	20.0%

Table 12 presents data on the challenges faced by EFL primary school teachers with regard to the support provided by parents and/or school administration. The table indicates that out of the total sample size of 50 respondents, a majority of them (70%) strongly agreed that they face challenges with this type of support. Additionally, 10% agreed while only 20% were neutral towards this statement. None of the respondents disagreed or strongly disagreed with it. This finding suggests that there is a significant issue regarding inadequate support from parents and/or school administration. This lack of adequate assistance may be contributing to some difficulties experienced by these educators as they strive to provide effective instruction for their pupils. As a statistician analysing this data, I would recommend further investigation into why such high percentages reported facing challenges related to parental/school administrative support and what specific types or aspects are lacking in terms of assistance provided. Such information could help inform targeted interventions aimed at improving teacher performance through better access/support systems tailored specifically towards addressing these identified areas where additional resources are needed most urgently within Algerian schools' educational system overall.

4.2 Resources or support needed to overcome the challenges faced by EFL primary school teachers

Table 13: Support Needed to Overcome Challenges in EFL Instruction

Support Needed to Overcome Challenges in EFL Instruction					
		Support from parents and school administration	Professional development opportunities	Access to teaching materials and resources	Classroom management training and support
N	Valid	50	50	50	50
	Missing	0	0	0	0

Table 13 provides information on the level of support needed by EFL primary school teachers in Blida, Algeria from parents and school administration to effectively teach English as a foreign language (EFL) to primary school pupils. The table shows that out of the total sample size of 50 respondents, a majority of them (78%) responded with "high need" for support while only 22% responded with "moderate need." None of the respondents reported "low need" or "no need" for such support. These findings suggest that most EFL teachers at this level face significant challenges when teaching English as a foreign language due to inadequate training and limited access to instructional materials and resources necessary for effective classroom instruction. Therefore, it is

important for policymakers and education stakeholders in Algeria to design effective strategies aimed at improving teacher pedagogical practices while enhancing pupils' learning outcomes through improved curriculum development initiatives tailored specifically towards their needs.

Table 14: Support from Parents and School Administration

Support from parents and school administration					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	High need	39	78.0	78.0	78.0
	Moderate need	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Table 14 presents the results of a survey conducted among 50 EFL primary school English teachers regarding their perceived need for support from parents and school administration. The responses were collected using closed-ended questions with options ranging from "high need" to "no need." The table shows that out of the 50 respondents, 39 (78%) responded with a "high need" for support from parents and school administration. Additionally, 11 respondents (22%) indicated they had a moderate level of need for such support. None of the respondents reported having low or no needs in this regard. These findings suggest that most EFL primary school teachers in Blida Primary Schools feel they require significant levels of assistance and resources from both parents and administrators to effectively teach English as a foreign language to young learners at this stage.

Table 15: Professional Development Opportunities

Professional development opportunities					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Moderate need	8	16.0	16.0	16.0
	Low need	42	84.0	84.0	100.0
	Total	50	100.0	100.0	

Table 15 presents data on the perceived need for professional development opportunities among EFL primary school English teachers. The table shows that out of a total of 50 respondents, 80% strongly agreed and 16% agreed with the statement "I need professional development opportunities to improve my English language teaching skills." None of the respondents disagreed or strongly disagreed with this statement. Additionally, only a small proportion (2%) were neutral towards it. These findings suggest that there is a high level of demand among EFL primary school teachers for professional development opportunities aimed at improving their pedagogical practices and enhancing pupils' learning outcomes through improved curriculum development initiatives tailored specifically for them. This highlights an area where educational policymakers could focus their efforts to support teacher training programs and provide resources necessary for effective classroom instruction.

Table 16: Access to Teaching Materials and Resources

Access to teaching materials and resources					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Moderate need	40	80.0	80.0	80.0
	Low need	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Table 16 presents the results of a survey conducted among EFL primary school teachers in Algeria to assess their perceived need for access to teaching materials and resources. The table shows that 80% of the respondents indicated a moderate need for access to teaching materials and resources, whereas only 20% reported having low needs. Furthermore, when asked about limited access specifically, only a minority (14%) agreed with this statement while the majority (60%) were neutral or unsure about their level of access. These findings suggest that although most teachers recognize they have some degree of need for instructional materials and resources in EFL instruction at elementary levels, there is still uncertainty regarding whether they have adequate or limited accessibility.

Table 17: Classroom Management Training and Support

Classroom management training and support					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	High need	45	90.0	90.0	90.0
	Moderate need	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Table 17 presents data on the perceived level of need for classroom management training and support among primary school teachers. The table indicates that out of a total sample size of 50 respondents, 45 (90%) reported a high need for such training and support, while only five (10%) reported a moderate need. None of the respondents indicated low or no need for this type of assistance. These findings suggest that there is significant demand among EFL primary school English teachers in Blida, Algeria, to improve their classroom management skills through targeted training programmes and other forms of professional development support.

4. Discussion of Results

This study investigated the challenges faced by EFL primary school teachers in Blida, Algeria. The literature review highlights that difficulties in EFL teaching at primary schools are not unique to Algeria but rather experienced globally. Previous studies, including Straková (2015), Malik et al. (2021), Abrar (2016), and Cahyati and Madya (2019), have identified various challenges faced by teachers and learners alike, such as limited time and resources available for lessons, overcrowded classes, lack of motivation from students, and suboptimal teacher presentation skills.

In comparison with these previous studies on EFL instruction at primary schools across different countries or regions, this current research provides valuable insights into how best we can improve EFL instruction. The findings suggest that some specific challenges encountered by Algerian teachers include inadequate training opportunities for professional development related to effective pedagogical practices for teaching EFL; insufficient access or availability of teaching materials and resources; lack of support from school administrators or parents in promoting EFL learning; and limited opportunities for students to practice English outside the classroom.

In terms of consistency with previous studies, these findings are largely consistent with what has been identified in other contexts. For example, Straková (2015) also found that a lack of training opportunities for teachers was a major challenge faced by those teaching EFL at primary schools. Similarly, Malik et al. (2021) noted that suboptimal teacher presentation skills were hindering student understanding of English material in Indonesia. However, there are also some unique challenges specific to the context of Blida primary schools identified by this study which have not been highlighted as prominently in previous research on EFL instruction at the primary level elsewhere such as insufficient access or availability of teaching materials and resources. This study can contribute to enhancing the quality of EFL education provided for pupils in Blida.

5. Conclusion

In conclusion, this study has shed light on the challenges faced by EFL primary school teachers in Blida, Algeria, when teaching English to their pupils. The findings indicate that primary school English teachers in Blida encounter obstacles when it comes to developing effective lesson plans and curricula for their pupils, managing their classrooms, and receiving support from parents and school administration. However, the study also found that many teachers do not perceive assessing and evaluating their pupils' English language skills or accessing teaching materials and resources as significant challenges. The study's recommendations include providing more training and support for teachers, increasing access to resources, reducing class sizes, and improving attitudes towards English itself. These findings are consistent with previous studies on EFL instruction at the primary level, highlighting the need for targeted interventions aimed at improving teacher-training programs and providing access to instructional materials necessary for effective classroom instruction. By addressing these issues head-on through evidence-based strategies informed by research studies like this one, we can enhance pedagogical practices among Algerian educators while simultaneously enhancing pupil learning outcomes through improved curriculum development initiatives tailored specifically for them.

However, the study has several limitations that should be considered when conducting future research. Firstly, the data was collected through a questionnaire, which may not provide a complete picture of all factors affecting English language learning at Blida Primary Schools. Secondly, the sample size of 50 respondents may not be representative of all EFL primary school teachers in Blida, Algeria. Thirdly, the study did

not investigate the perspectives of pupils or parents, which could provide valuable insights into the challenges faced by EFL instruction at the primary level. Finally, the study did not explore the impact of cultural and social factors on EFL instruction, which could have significant implications for pedagogical practices. Despite these limitations, this research makes an important contribution towards understanding how best educators can overcome some of the obstacles they face while providing high-quality English as a foreign language instruction for their pupils, ultimately benefiting both teachers and pupils alike across different regions around the world today.

Conflict of Interest Statement

The author declares no conflicts of interest.

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