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Investigating the Challenges Facing Novice Teachers in the Algerian E.F.L Classrooms

Case of E.F.L Novice Teachers at Bouchareb El Naceur at Souguer and Chachoua Mustapha at Albayadh Secondary Schools

A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master Degree in Didactics

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Dedication 1

Every challenging work needs efforts as well as guidance of elders especially those who were very close to my heart.

My humble effort I dedicate to my sweet and loving

Parents,

Abd-el-Kader and Halima,

The reason of what I become today,

Who taught me to trust in Allah,

Whose affection, love, encouragement and prays of day and night make me able to get such success and honor

To my lovely sisters, Bouchra Imane and Asma and their lovely children Rahaf and Mohammed,

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Who supported and encouraged me to believe in myself

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Through their guidance and help I feel I am ready for tomorrow's challenges

For those who answer the call in the middle of the day or night. For those who answer the call from near and from far

Thank you all for your great support and continuous care.

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Abstract

Each year thousands of student teachers (novice teachers) get their degrees to start teaching. However, some novice teachers leave their job in the first five years of their career since they lack help and face various challenges. Therefore, this study investigates the challenges facing novice teachers in the Algerian E.F.L classrooms .It looked into how novice teachers deal with the challenges that they most frequently encounter during their initial years of teaching. In addition, the study explores the possible pedagogical solutions that could help novices to keep going in the teaching profession. The study was carried out with ten E.F.L novice teachers from Tiaret and El Bayadh secondary schools with a maximum of five years' teaching experience and three E.F.L secondary school inspectors from Tiaret, Algiers and Albayadh. The Researchers used qualitative and quantitaitive research methods. Both a mixed questionnaire and structured interview were conducted as the main data collection tools to reflect novice teachers' challenging moments and how they proceed to overcome them. The findings show that novice teachers encounter various obstacles in teaching, planning, classroom management, overcrowded classes,learners' misbehaviour and lack of support of colleagues and administrators in the first year of the profession .The hypotheses being stated came to be confirmed, in that classroom management, overcrowded classes, and learners' misbehaviour are the prominent challenges to novice teachers. Also, most novices do not have the appropriate techniques to face classroom challenges. teachers should rely on research studies, ask experienced teachers, and keep planning and reflecting on classroom instruction.

Key Words: Novice teachers, initial years of teaching, teaching challenges, classroom management, pedagogical solutions ,E.F.L secondary schools.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

ESP: English for Specific Purposes

NQT: Newly Qualified Teachers

P D: Professional Development

SLA: Second Language Acquisition

SLTE: Second Language Teacher Education

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English for Speakers of other language

LMD: Licence Master Doctorat

ICT: Information and Communication Technologies

CBA: Competency Based Approach

ESP: English for Specific Purpose

USA: United States of America

EST: English for Science and Technology

TEIL: Teaching English as an International Language

ESL: English as Second Language

TEOP: Teaching English for Occupations Purposes

ITT: The Initial Teacher Training

INSET: In-Service Training

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General Introduction

General Introduction

This investigation begins with an interest in teaching and teachers. The main challenges appeared from the limitations that the Ministry of Education and the University have created on the track of preparing student teachers for the requirements of the teaching profession.

It is widely acknowledged that the teaching profession is a hard task. It is full of difficulties to nearly all teachers especially novices i.e. new graduates or newcomers to the field with less than five years of teaching experience. Internationally, the percentage of novice teachers who leave the profession varies between 30% and 50% each year. Research has shown that novice teachers are, "insiders in a strange land".

Utterly, the beginning years of teaching for neophyte teachers are remarkable and extremely challenging as described by many researchers in the literature as a period of "transition shock" or a period of "not knowing."

It is a common knowledge that the nature of teachers is the dominant factor on how successful students will be at school. However, the university tends to prepare and equip student teachers or those who will graduate along five years with the knowledge of the subject matter rather than the practical knowledge. Accordingly, after graduation, almost all students find themselves in a radical shift moving from a learning position about the teaching profession to a teaching one. This change in roles is totally an advanced state for new graduates as becoming teachers in a real-life classrooms overwhelmed with many and various responsibilities; the fact that create tremendous challenges in turn. Consequently, placing newly graduates in schools to face the situation (the idea of swim or sink) is not practical especially for E.F.L teachers for the great role that the English language plays today; the language of communication and technology.

Whether being a veteran teacher or a novice one, any individual teacher has a key role with regard to the success of teaching and learning processes. However, in the teaching profession, instead of giving continuous regular assistance and help, teachers

are enforced to respond to all the obstacles of every single day, class, level and unexpected situations which is something they themselves did not receive.

Today s' novice teachers need to be better prepared to face and overcome the challenges or the difficulties of the teaching profession during their initial years of experience. Accordingly, it is of an urgent need to respond to the needs of novice teachers by providing multiple opportunities for them to observe good practice, to organize seminars to talk about teaching among themselves and with expert practitioners and to learn how to adapt and experiment with the needed strategies and techniques in order to manage with the field's needs and teach at ease. Thus, providing extensive training (practice) and support of novices is of a primary importance and very essential to advance their professional skills and reduce the pressure of first years of teaching.

It is widely accepted in the literature that some of the common challenges faced by novice teachers vary from struggling with classroom management issues to coping with lesson planning, unpleasant working conditions, inadequate preparation time and lack of both colleagues and administrative support.

This study is worth doing because it attempts to investigate the challenges facing novice teachers in the Algerian E.F.L classroom and clarify the status of English language novice teachers in Algerian educational system. The purpose of this research is to contribute to a positive change (improvement), provide novice teachers with the possible pedagogical solutions and enough practical knowledge and skills to overcome the challenges they may face in their initial years of teaching and to bridge the gap between teaching and learning. Moreover, the aim of this research paper is to investigate the challenges facing novice teachers in the Algerian E.F.L classrooms. It attempts to provide alternative solutions to the problems teachers face in the initial years of teaching.

In order to formulate a theoretical and practical basis for such change and improvement concerning novices' initial years challenges in the teaching profession in the Algerian E.F.L classrooms, in this dissertation we seek to address the following research questions:

1. What are the challenges that novice teachers confront in the Algerian E.F.L classrooms?
2. How do novice teachers deal with the teaching professions' challenges?
3. What are the possible pedagogical solutions that can help novices keep going in the teaching profession?

These research questions are explored on the bases of the following hypotheses:

1. Classroom management, overcrowded classes, and learners' misbehaviour are the prominent challenges to novice teachers.
2. Most novices do not have the appropriate techniques to face classroom challenges.
3. Teachers should rely on research studies, ask experienced teachers, and keep planning and reflecting on classroom instruction.

This thesis is divided into two main parts. The first part is devoted to the review of the literature relating to the significant areas of the study composed of two chapters. Chapter one is about the teaching profession and novice teachers meanwhile chapter two is about E.F.L teaching in secondary school. The second part is devoted to the fieldwork composed of one chapter. Chapter three is about investigating the challenges facing novice teachers in the Algerian E.F.L classrooms. It discusses the research design and methodology employed in this study. Also, it presents analyses and discusses the results obtained from the mixed questionnaire and the structured interview to investigate the challenges facing novice teachers in the Algerian E.F.L classrooms. Recommendations will be offered then based on the findings.

Chapter One

The Teaching Profession and Novice Teachers

1.1 Introduction

Teachers are often considered the backbone of schools; without them there would be no school. Thus, understanding teachers' challenges especially novices is key to understanding the educational system.

The initial year of teaching is a very crucial year for novice teachers in general and teachers of English as a foreign language in the Algerian context in particular due to the role that this language plays. Today, English language is the international language and knowing this language allows the coming generation to play a vital role in developing the Algerian society. Consequently, teachers of English bear much responsibility in teaching in E.F.L classroom. Undoubtly, the presentation of any English language course is not an easy task for a teacher to do especially a beginner one. This is due to a variety of difficulties or unfamiliar conditions novices encounter.

Students are a core concern of teachers and teachers are expected to play a great role in the field. However, there are moments that arise during the course of teaching requiring a teacher to take an immediate action about how to respond to a particular situation in practice. Some problems that affect the teaching /learning process cannot be easily solved for any number of reasons.

In this chapter, we are going to talk about nature of teaching, teaching profession, components of teaching, teaching skills of the teacher or qualities of a good teacher and teaching , purpose of teaching, phases of teaching, novice teachers, novice teachers' experiences in the first five years of teaching and finally qualities and habits of novice teachers.

1.2 Nature of Teaching

Education is a process of a great significance through which men maintain their culture. School is an institution designed for the teaching of students. If teaching is done efficiently, schools including teachers and learners, successfully, reach their goals. Teaching refers to a set of activities carried out by the teacher in the classroom to the students that would lead to the expected learning outcomes. Barr (1961) said that

teaching means many different things, that is the teaching act varies from person to person and from situation to situation.

Varied definitions of teaching are available in the literature. For instance, teaching is described as an interactive process between the teacher and learners under certain conditions for facilitating effective construction of knowledge to students. It is also described as a process to influence students. This means that teaching can be said to be 'educating' a person. Therefore, education is a large process of leading to individual development and social growth. However, teaching is influential to education in realizing its purpose; that is, teaching is the tool through which individuals are educated. Teaching is always intended to lead to some learning. Thus, without learning teaching is incomplete.

1.3 Defining Teaching as a Profession

Teaching is the noblest profession in the world. It is a noun derived from the verb to teach which means to instruct or make someone understand in order to learn. Teaching has been defined by many in various ways as being given below: For instance, Edmund Amidon (1967) defines teaching as an interactive process, primarily involving classroom talk which takes place between teachers and pupils and occurs during certain definable activities. Interaction means participation of both the teacher and students. Inevitably, teaching is the interactive process in which an individual (teacher) makes something known to another individual (student). In other words, teaching is highly dominated by communication between two or more people, teacher and students as mentioned previously, who influence each other by ideas and learn something in the process of interaction. Thus, the interaction takes place for achieving desired objective(s).

Teaching is the profession of a teacher the one who gives help to students as individual and as groups to enable them learn and grow continuously towards their roles in the society in the soon future (Morse and Wingo, 1968).Accordingly, teaching can take place inside the classroom which is a formal and conscious process i.e. students are aware and involved in the teaching/learning processes as it can occur outside of the school environment as the teacher previously paves the way for his

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students to fulfill their roles in the society, which is an informal and subconscious process. Consequently, teaching is a continuous process that bridges the gap between the in and the out; it starts in the classroom and goes beyond its walls (society).

Teaching is a closer contact or interaction between the teacher with his/her accumulated sum of knowledge and the students the ones in need of help and guidance to further their education (Morrison, 1934). Undoubtly, to promote students learning, teaching is the task of the teacher who is in an advanced state in relation to his students who are in a developmental state. In other words, teaching is performed for the development of the students at all levels. Also, it is a process of educating the young, teenager and adult for a lifelong communication not only a kind of merely knowledge transfer between a teacher and his students the one forgotten the following day.

Teaching and Learning are actions necessary to accomplish a goal in education. In other words, teaching is a goal-oriented process with desired changes of students' behaviors as the ultimate end through the intervention of the teacher. This means that teaching is a set of practices to achieve learning (Smith, 1960). Utterly, although teaching is a complex act, it facilitates learning to students through a set of well-organized steps following the teacher's direction to reach the desired learning objective(s). Lawrence (1966) also views teaching as a complex process to be studied entirely in a "live" situation. In other words, teaching is a series of events where teacher attempts to change the behavior of the students along the intended direction. In other words, teaching is an arrangement and manipulation of a situation in which there are gaps and obstacles which a student will seek to overcome and from which he will learn in the course of doing so and thus, his behavior will change.

Teaching is defined as being a set of actions or practices that involve the teacher, the final learning objective (s) intended to be achieved and a communicative situation that the teacher has created in advance for his/her students based upon two factors the ones that he/she can adjust as the way of questioning or sequencing information and those he/she can't modify as the number of students or their physical characteristics (Smith, 1963). In other words, teaching is a cooperative work. All the tasks done by the students through the intervention of the

teacher in a smooth flow from the easiest task to the most difficult one, the learning objective can be reached in a successful way at the end of the lesson.

Teaching is the task oriented process. Teaching refers to activities that are carefully selected by the teacher to produce a desired change in student (pupil) behaviour (Clarke, 1970). I.e. teaching is the act of attending to learners' needs, experiences through involving them in classroom tasks to facilitate their learning of particular things for future use. Accordingly, in the words of English and English (1959), teaching is the art of helping others to acquire knowledge. It includes giving instructions of appropriate situation, conditions or activities design to facilitate learning". In other words, in the process of teaching, teacher and students act as two poles interacting with each other through the path of the curriculum to achieve the predetermined objectives i.e. to enhance the learning of students. The latter is performed through asking students to do some well- prepared and selected activities by the teacher in a specific situation for a specific change in behavior in an interactive atmosphere through the medium of the curriculum.

Joyce and Weil (1985) defined teaching as:" a process by which teacher and learners create a mutual learning atmosphere full of values and beliefs which in turn colour their view of reality". In other words, the classroom is a small community where a teacher tries his best to involve his students and injects in every single lesson some values and beliefs, for instance respect and citizenship, to increase their motivation and let them enjoy learning together .Any lesson without a value is a waste of time and the teacher will never attract his students 'attention or get the desired changes in their behaviors.

Teaching is the rational and reflective process. It is a form of a mutual influence aimed at changing the behaviour of another person (N.L. Gage, 1963). In other words, teaching does not mean forceful imposition of knowledge in the student's brain. Good teaching is based on the cooperation of both the teacher and the student. It is much better for a teacher to invite his students to speak, to share their opinions and ideas, to suggest, to take a stand, to justify their answers to see how they think, and to let them feel free to ask questions and intervene.

1.4 Purposes of Teaching

According to B.O. Smith (1963) teaching is a system of actions including the learners, teaching materials, a communicative situation and a goal to be reached through the act of teaching. Also, according to Paul Hirst (1975) and as Parker J. Palmer (1998: 4) comments, we may even ask the "why" question – 'for what purposes and to what ends do we teach? The purposes of teaching are as follow:

(a) Teaching is tri-polar process which purports to develop all round personality of the learner through the curriculum.

(b) Teaching shapes the behavior of individual in a desired direction.

(c) Teaching also helps the student to adapt in the new situation.

(d) Teaching motivates the students to learn and think to solve the problems.

(e) Teaching mainly purports to acquaint the students with the content of the subject to be taught.

(f) Teaching aims at developing the capacity of clear thinking, provides adequate opportunities for participation, expand students' interest, and provide opportunities to pupils to apply practically the knowledge and skills.

1.5 Components of Teaching

According to John Dewey (1899), education is a tripolar process, the three poles of which are: teacher, student and social influences. In fact, social influences present the subject matter as per the society, which is called curriculum in its extensive sense.

At first, teaching was a two poles or a bipolar process which involves only learners and teacher. Now, the curriculum of teaching through is recognized as another dimension. All these components have their own roles:

1/ Teachers play a vital role of planning, guiding and monitoring the teaching in order to facilitate learning to the students.

2/ Students are dependent on teachers and act according to the planning and organization of their teacher's classroom activities to maximize learning in an active atmosphere rather than a passive one.

3/ lastly, the curriculum refer to the content to be taught at school to students. There are methods through which kinds of interactions between learners and teachers take place.

1.6 Phases of Teaching

Teaching has various forms and styles. Teaching is the specialized task comprising of different teaching skills. Psychologists and educators explained it from different angles .Teaching is to cause motivation to learn .A good teaching is not merely to impart information to the students, but it is also arouse the will of self-learning in them. It needs efficient planning .The pupils cannot be taught everything all the time. Good teaching is carefully planned in advance.

Teaching needs careful planning that consists of organized steps known as phases of teaching. In general, a teaching task may systematically be analyzed under three phases as pre-active phase, interactive phase and post-active phase.

According to Jackson (1968), the pre-active phase refers to the period before classroom teaching (the planning phase), when teachers are planning the lesson, evaluating, selecting teaching methods and materials for the establishment of certain goals or objectives. Thus, in the pre-active phase, a teacher draws out the details of his journey that he designs in advance to be performed in the real life classroom with his learners.

As for the interactive phase, it refers to the time of actual teaching when teachers are interacting with students in the classroom. The major activities undertaken in this phase may be done in pairs or in groups to establish appropriate verbal and non-verbal classroom interaction (communicative atmosphere) between the teacher –students and students-students. A teacher, therefore, tries to monitor his students. He may ask some questions or assess his students' performances by providing opportunity for performing or behaving

Clark and Peterson (1986) proposed a third phase, the "post-active" phase, to describe the period when teachers reflect on their teaching after a lesson and make decisions about subsequent teaching i.e. the evaluation of activities to measure or assess the degree of the expected behavioural changes in the students .This can be done in a number of ways including tests or quizzes or by observing students' reactions to questions...ect. The results of the carried evaluation may be used by the teacher as well as students for bringing desirable improvement in their roles and activities as: re-teaching the content or moving to new content may be introduced in the strategies and techniques of teaching.

All the above three phases of teaching, although described separately, are closely interrelated. It may help us to conclude that the process of teaching begins even before the teacher enters the classroom, with the work of planning the teaching task, and continues after the interaction singe in the form of evaluation, feedback and similar other post-active activities, many times even after the teacher leaves the class.

1.7 Teaching Qualifications

Becoming a classroom teacher in an actual classroom is not easy. In almost all countries, to become a teacher, you have to get first specified professional qualifications from a university. These academic qualifications may involve the study of pedagogy (profound subject knowledge), proficiency (language ability of the individual), professionalism (training and education) and the science of teaching. In other words, entry to the profession of teaching is based on a specialization on a particular subject matter, mastery of teaching skills, the study of didactics and some specific personality traits that the teaching career profession demands.

To be a school instructor entails one has accomplished some type of training, has both theoretical and practical knowledge of subject matter, has been certificated, and conforms to a set of guidelines of performance.

Any individual teacher needs to acquire basic academic qualifications as being professionally trained in modern methods of teaching, has practical knowledge of student psychology (being a true friend to the students, has a great sense of humor and

aware of what his students know and don't know). For instance, in Algeria it requires a specific formal training period for an individual to specialize in a subject matter. This period is from four to five years for almost all kinds of expertise.

To be recognized as professional in the teaching career, it is very crucial that teachers acquire the needed knowledge and teaching skills. For instance, teachers who have a thorough knowledge of their subject matters allow their students active participation or involvement in the classrooms.

These teachers are aware of the problems the students encounter while learning and are ready for any asked questions put by the learners and the answers these teachers provide are not evasive or ambiguous (Wool folk, 1998).That is to say, the information the teacher transmits to his learners should be updated and reverse the most recent scientific facts of the field .Whether before or after graduating, any individual needs to carry his/her career advancement to correspond to the rapid production of any new information that demands to be updated. In other words, every single teacher needs to be a researcher who keeps looking forward for both a better student' achievements and personal continuing professional development like other professionals who continue their education after they qualify.

Teachers are required to have the needed features of the teaching profession to ensure that they possess the necessary knowledge, competences and adhere to relevant codes of ethics.

1.8 Skills and Qualities Required by Teachers

Teaching is a high complex set of tasks. This is due to the fact that it is a social practice that has grown out of common needs of specific context and therefore is shaped by the values of that specific community. Factors that influence what is expected (or required) of teachers includes history and tradition, social views about the purpose of education, accepted theories about learning, etc.

1.8.1 Skills

It is essential to share a single definition of the skills and knowledge demanded by teachers, so that to pursue and guide teachers' career-long education pathway and professional development. Scholarly consent shows that what is required of educators can be classified as follow: theoretical and practical knowledge of the subject matter, syllabi knowledge, knowledge about the educational system, psychology, assessment etc.) craft skills (such as lesson planning, using teaching technologies, managing students as grouping them, monitoring and assessing learning etc.) and dispositions (such as essential values and attitudes, beliefs and commitment).

A teacher cannot succeed if he/she cannot convey his/her knowledge to his/her students no matter how competent he/she is in the subject matter. Consequently, the teacher is required to possess teaching skills (Erden, 2007; Tezcan, 1996). In many studies, a "good instructor" has confirmed to be the one who creates or selects a life-like situation, organizes course material, leads students to encode and integrate this material in memorable form, and promotes how to learn independently.

For a constructive teaching, any single teacher has to possess some qualities as profound knowledge of the subject matter, knowing individual differences of students, planning and evaluating the teaching process and so on (Clifford,1997). Absolutely, teachers must possess not only a high level of expertise, knowledge, or skill in a particular area (subject matter) but also the ability to plan, organize, lead, carry out a lesson, make the best use of time, involve students and supervise i.e. management skills. Moreover, teachers must have both the ability to understand what can be realistically achieved by the end of any lesson (observable and measurable learning objective(s)) within the allotted time and to effectively assess the students' abilities.

A teacher needs to play the role of a scientist while performing as an artist and while planning the learning atmosphere with the characteristics of a scientist he should add beauty, understanding, tolerance and affection to this atmosphere with the features of an artist (Bilen, 1999). Teaching is art; craft as well science. Therefore, the teacher has to be a scientist as well as an artist while demonstrating any lesson at any time to

facilitate students' learning. So as to teach efficiently, teacher has to use different techniques in accordance to the varied circumstances that he/she may face. A Teacher has to develop or cultivate his or her own style of teaching in order to become an efficient teacher. For example, with the advance use of technology, specifically the rise of the internet, teachers have begun to shape their roles in the classroom much better. For instance, making experiments and using materials as data-show. Also, when deciding what teaching method to use teachers have to take into account students' background knowledge, environment, and their learning goals.

1.8.1.1 Knowledge of Subject Matter

Teacher's knowledge and own education is another important characteristic of effectiveness in teaching. According to Dunne and Wragg (1994, p. 1) : ***"an effective teacher possesses knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, ask intelligent and appropriate questions, and monitor and assess learning"*** . Teachers always need a wide range of subject matter knowledge and a large repertoire of professional skills. A teacher is said to be effective on the basis of his/her theoretical as well as practical knowledge of the subject matter. If the individual teacher lacks in the knowledge of the subject that he/she teaches, he/she is never going to convey information to his/her learners. Also, a good teacher must have strong verbal and non-verbal communication skills. In other words, he/she should have both fluency and accuracy to be said as a good speaker. This latter characteristic will surely benefit learners in several ways.

When the teachers encourage the students to do public speaking, they are creating a successful positive learning environment. By making the students speak the language, the teachers are fulfilling the need which Hedge (2000: 273) refers to as the ***'social use of language'***. In other words, developing the students' communicative language ability to communicate easily without hesitation and "inappropriate" slowness .Undoubtly, a teacher must be a good communicator to allow his/her students to speak freely. In addition, a teacher should both clearly convey his messages to the students and be an effective receiver of their messages (Barker, 1982). For instance: If

the individual teacher's communication skills are good, he/she can transmit his/her lectures to learners smoothly and successfully.

Teachers have to keep searching to understand deeply the content of their subject matter from different angles and to help learners create useful graphic organizers, correlate ideas to one another, and address any fallacy. Teachers are at the core of learning. They must have the ability to draw from their accumulated knowledge, experience, and wisdom to enrich classroom instruction as well as interaction.

1.8.1.2 Time Manager

Teachers need to be careful to be able to use effectively the time available for instruction. The students need to participate actively in the classroom for the desired learning outcome.

An effective teacher actively involves his students in the teaching-learning process. He carefully monitors the students' level of understanding and apprehension of new information for example, checking understanding through asking the students to justify their answers. When the individual teacher finds gaps in learning, he/she makes up the needed adjustments to correct any misconceptions or mistakes/errors.

Evaluation of the teaching and learning processes helps the teachers to receive feedback on the learning progress of the learners. Feedback serves functions of guiding, motivating and reinforcing (Sönmez, 2007). Teachers must bury in mind individual differences. In other words, learners of the same age are different in terms of pace of development, learning styles, ability and needs. In other words, adaptive instruction is always needed which is defined as*:" instruction that is constructed and changed according to the needs of individual students through selecting the resources, the learning tasks, and the amount of teacher-support to the differing capabilities of individual students"* (Westwood, 2008, pp. 60-66).Thus, it should not be expected that all the students will demonstrate the same achievement in all of the activities. Giving constructive feedback helps students to be motivated and share their answers to the class with confidence even with mistakes. In today's societies in which

social change has gained speed and a lot of great advancements take place in science and technology, the teachers need to be open-minded, flexible and adaptive in order to improve themselves and their students.

1.8.1.3 Good Listening and Interaction skills

"Teacher success can be measured most obviously by how much their students learn "(Edge, 1993, p. 11). A good teacher should also be an attentive listener to his students. A good listener will always attract people to be his/her friends since listening is of a gold quality. And when a good teacher develops this patience quality in him, he starts to become a great teacher. Stronge et al. (2004) stated that:" effective teachers listen carefully to their learners' arguments and show them the ways to solve their problems by themselves".

Research has proven that the learner's motivation and attitudes towards the school environment are highly connected to the relationship between the teacher and the learner. Enthusiastic teachers are very skillful teachers at building advantageous relations with their students .According to McKeachie (1994:355):" *the teacher is one of the main sources for student stimulation in the classroom".*

The teachers' enthusiasm and values, along with their communication skills, have much to do with students' interest in the subject matter".

Useful teacher-to-student interactions are crucial in linking academic success with personal achievement. In other words, personal achievement or success is related to the students' inner motivation of advancing themselves, whereas academic success includes the learning objectives they receive from their teacher. Students who interact with their teacher get this positive influence and show in turn self-confidence, greater personal and academic achievements than those passive learners. Friendly and supportive teachers build stronger relations with their students who will show in return a highly interest and eagerness in the courses taught by these teachers.

Teachers, who interact, work directly with learners and devote more time to select communicative tasks to allow different kinds of interactions in the classroom are

considered to be supportive and effective teachers. Effective teachers have been shown to be active and dynamic teachers who involve and invite learners to participate without hesitation through praising and encouraging them, help them to make decisions, allow humor and play teaching games in the learning environment. The teacher may interact with students of different ages, from infants to adults, students with different abilities and students with learning disabilities.

1.8.2 Qualities

Teaching is a distinctive profession and that it possesses all of the qualities that a profession should possess (Tezcan, 1996). Inevitably, any teacher needs to have the ability to interact, talk, understand, and connect with people. To be a good teacher, one has to possess the qualities given below:

1.8.2.1 Democratic Personality

The most important characteristic of a good teacher can have is to be friendly with his students. It is very positive if his/her learners share their difficulties with him/her, without being afraid or hesitant. A good teacher has a very good personality. Teachers with good personality always captivate their learners' attention which results in a communicative learning atmosphere, better understanding, and finally good learning outcomes. Every individual teacher can have a likable and presentable personality. Just dress sensibly well, smell good, and be a little gentle and kind.

The main element of the educational system is the teacher. At school, a teacher who has a democratic personality creates an enjoyable atmosphere as learners feel free and have equal opportunities of practice. The individual teacher should have a strong believe in human rights, inevitability of differences and the goodness of a democratic life (Demirpolat, 1999).In other words, when the rules of the classroom are set up together with the students themselves, it gets easier for them to learn and apply the rules and share the responsibility. Dewey (1899) states that school is an institution which is based on simplification, transparency and balance and these facts enable the learners to change their environment together and to establish relationships in a democratic and sincere (open) attitude (Gutek, 2001).Undoubtly, school plays an

important part of any students. Consequently, any school has to be based on transparency between all school members so that students can develop positive attitudes towards their teachers, their classmates and school as a whole.

1.8.2.2 Having a Sense of Humor

School educators want eagerly to engage their learners through injecting humor into the classroom that fuels students' engagement. ***"To engage the students, some teachers made good use of humour in their classes"*** (Benner et al., 2010, p.74).Research has proven that the teacher who uses his/her sense of humor maintains the discipline of the class. Also, allowing the use of humour in the learning environment can help the teacher with managing the classroom by creating an enjoyable atmosphere and make learners relax.

Humorous teachers ensure a friendly and enjoyable atmosphere in the classroom. The use of humour by the teacher should be intended to make learning enjoyable and, therefore, memorable (Skinner, 2001). Kher et al., (1999) refer to humour as ***" classroom magic" when all the teaching components correlate and teacher and student are both enthusiastic about learning"*** (p.1) .Indeed, teachers who from time to time share a laugh with their learners, they help them stay focused on the lesson (open to learning), feel more comfortable in the classroom (at ease) and sometimes even help them remember ideas and motivates them. Teachers can use humour through funny games, mimicry, role play or comical voices. Consequently, learners will enjoy learning with their teacher and be thankful to the efforts that he/she made.

1.8.2.3 Being Gentle and Kind

The last but essentially one of the most necessary features for a teacher to have is being gentle and kind individual. Thus, learners will love his/her lectures, and then they obviously will idolize him/her. The good teacher is the one who rewards his students, makes use of gestures, and gives constructive feedback for example, praising good behavior or answer.

1.8.2.4 Being Affectionate and Understanding

The students who love their teachers develop positive attitudes towards the school and lessons and thus succeed. Affectionate teachers establish positive and supportive relationships with their students. If the individual teacher is honest, considerate and patient, the learners will think positively; however, the reverse will have negative consequences on the students (Duke, 1984).

Teachers should support and encourage their students to learn. A helpful and facilitator teacher assures that the learners have self-confidence, are autonomous and develop a positive academic success (Erden, 2007). Many studies have proven that understanding and encouragement of learners affect deeply their academic results and reduce any misbehavior (Henson and Eller, 1999).

1.8.2.5 Being Enthusiastic

It has been found that teachers who showed enthusiasm towards the course materials and students can create a positive learning experience. These teachers attempt to activate their teaching of the course materials every day. Teachers who cover the same curriculum repeatedly create a boring routine in every session and bore their students in turn.

Rosenshine (1970) summed up the most crucial teachers' enthusiasm-related research studies prior to the 1970s. These previous studies showed that, teachers who are "motivating", "dynamic", "excited", and "enthusiastic" have learners with an improved level. Furthermore, teachers' body language, facial expressions, voice, and eye contact were positively related to the academic results of learners.

In addition, many other experimental research studies demonstrated that teacher enthusiasm results high learning advancement of students (Wyckoff, 1973; Williams and Ware, 1976, 1977; Land, 1980). Consequently, teachers that exhibit enthusiasm are more closely to have engaged, interested and energetic students who are curious about learning the subject matter.

Recent research also has proven a connection between teacher enthusiasm and students' internal motivation to study in the classroom. For instance, teachers showing nonverbal expressions of enthusiasm, such as demonstrative gesturing, moving around, monitoring, and emotional facial expressions, result in students' higher levels of internal inner motivation to study and acquire new information. Teacher's enthusiasm has been found to improve motivation, increase task engagement and create a a atmosphere of active participation and enthusiasm which fuels learner interest in learning the subject matter. Thus, achieving better learning outcomes.

1.9 Novice Teachers

A certified or licensed professional educator who typically has zero to three years of teaching experience and is a newcomer to the teaching profession is called a novice teacher. In other words, a novice teacher is a teacher with less teaching experience.

There has been a different use of the concept of the word neophyte or novice teacher in the educational literature. For instance, Kim and Roth (2011) elucidate that a novice teacher is any individual teacher with five years of experience or less. Similarly, Ingersol and Smith (2003) highlighted that novice teachers are beginning teachers who have been teaching for five years or less .Additionally, Davis, Petish and Smithey (2006) indicate that new teachers include pre-service teachers as well as teachers in their first five years of practice. Contrarily, other researchers limit that definition to an individual teacher with less than three years of teaching practice. For instance, Barrett, Jones, Mooney, Thornton, Cady, Guinee and Olson (2002) illustrated that relevant studies determine a beginning teacher as the one individual teacher with less than three years of teaching activity. Therefore, novices are new employed teachers in schools particularly those newcomers to the field of teaching with no experience. More precisely, novice teachers are employees in their first year of teaching after graduation.

Novice teachers, sometimes called newly qualified teachers (NQTs), beginning teachers or neophytes are usually defined as teachers who have completed their university study and commenced teaching in an educational institution. Also, they are

teachers who have difficulties dealing with their teaching practices in the classroom. Moreover, they are teachers who have a lot of theories in mind, but they lack practice. Additionally, novice teachers are a distinctive group of professionals as they embark on their new careers.

A novice or beginning teacher is the one being mentored by an experienced teacher. In other words, a novice teacher is a first-career teacher who is beginning to develop a teaching philosophy, personal teaching style, and classroom management in the classroom with the help of a mentor teacher who is an experienced teacher who provides support for a beginning teacher as he or she is learning to teach.

Novices are those teachers who are placed within classrooms where they struggle with theory-practice balance. Each novice teacher encounters their first years of teaching differently; however, they do share some common challenges in teaching profession as whole as experienced or veteran teachers used to struggle in their initial years of teaching.

1.10 Novice Teachers' First Experience

The novice teacher's experience inside his/her new place of employment has been described in various ways in previous studies, such as they are 'immigrants in a new country', and in which the start of new teachers is akin to a "sink or swim boot-camp". For example, Parajes (1992:323) discusses this phenomenon by suggesting that novice teachers are, *"insiders in a strange land"*. Inevitably, novice teachers' initial focus in the early years is often on basic survival, being so overwhelmed by the tasks which teaching entails.

According to Huberman (1993), a novice teacher is a teacher whose teaching tends to focus on 'survival'. Although all teachers experience stress and might struggle in the teaching profession (i.e. evaluating and needs analysis), the experiences of novice teachers are unique. At the beginning of the school year, novices spend a large amount of time related to lesson planning and text book adaptation and then day after day all the latter things or activities become routinish. Consequently, they start to feel overpowered by the demands of their work load. This situation generally lasts from the

first weeks in the first semester till two months as novices work more hours at home, yet often feels ineffective in the practical life at school.

Most novice teachers have inconsistencies between their early expectations of the classroom and current classroom realities. The majority of them often describe their first teaching job following graduation as a shocking experience. Corcoran (1981) found that most novice teachers encounter a period of "transition shock." Corcoran describes this time as a period of "not knowing." This is a transitional period where novice teachers realize that they are expected to perform and accomplish as much as experienced teachers, but they have yet to master the teaching instructional skills and positive student interactions to do so. Undoubtly, many studies in the literature found that most novice teachers feel a deep sense of responsibility to quickly become professional competent teachers. However, becoming a veteran teacher comes true after spending some years practicing teaching. In other words, it is through practice a novice teacher can become an experienced one.

Novice teachers are those entering to the teaching profession with higher positive expectations about the students they will teach , their colleagues in the field, the school administration, students 'parents and school staff as a whole. Also, they had expected to feel familiar with the classroom, but once they started teaching they felt very disoriented and unfamiliar. Veenman (1984) posits that novice teachers are the ones who struggle with socialization into their new schools and are often given the most difficult classes to teach. Although novice teachers are frequently given challenging classes, they are rarely provided with formal help and guidance (Herbert & Worthy, 2001).In other words, novices face in the schools where employed large gaps i.e. a gap with colleagues of the same subject matter ,a gap with students and another gap with the principal.

Novice teachers typically start with either a focus on content or process. They judge their achievement on whether they were able to integrate content with presentation of materials, the ability to achieve classroom control and finding emotional and physical security .In reality within which they work novice teachers find themselves given the limited support and peer collaboration contexts. For instance,

Herbert and Worthy (2001) maintain that novice teachers typically feel isolation, ignorance, insecurity and a loss of idealism when they start their careers. Therefore, it is more interesting to know what novice teachers encounter and how they manage and cope during their first five years of teaching. This insight would in turn shed light on how novice teachers maintain commitment or decide to leave the teaching profession.

Context affects a novice teacher's commitment to the teaching career .In fact; it plays a significant role in the development of feelings of effectiveness towards any teacher especially novices. Therefore, emphasizing the importance of school context is crucial. Undoubtly, School context is a powerful influence in the life of any teacher. In many previous studies, novice teachers have identified school working conditions as one of their primary reasons for leaving the job (Johnson & Birkeland, 2003).

A beginning teacher is the individual teacher entering the teaching profession for the first time after graduating. As he/she encounters problems or instructional responsibilities, existing prior knowledge or knowledge of the subject matter plays a central role in how a novice teacher learns and how their new knowledge is shaped especially in their initial years of experience in teaching. Additionally, organizational research suggests that with each subsequent year of teaching, a novice teacher would become more committed (Billingsley & Cross, 1992). Every year a teacher accumulates experiences, resources, and instructional strategies that provide them with more ease in the classroom. The newest teachers have the fewest years since completing a teacher preparation program, they are likely passionate and excited about teaching students, yet have little experience upon which to base their perceptions.

Novice teachers recognize deficiencies during the early years of their teaching career due to minimum or inexperience with diverse learning styles and little exposure to various teaching contexts. In the beginning years of practice of novice teachers or new teachers engage to connect theory and practice in the classroom. The standards in Algeria require school teachers to hold both a bachelor's and master's degrees in the area of teaching, and show competence in subject knowledge and teaching skills. Yet, in the practical life, new teachers are likely to face a number of challenges in meeting the expectations since they lack experience and interaction with students.

Research on the educational process has found that neophyte teachers are of an essential need of profound proficiency in subject matter content and in teaching science in general (Bransford, Brown, & Cocking, 1999), but it seems logical that new teachers are better able to develop competent pedagogical practice after a period of time in their teaching profession .Therefore, knowing when to use the information and act towards a situation take place over time in diverse classroom settings.

Although it is known from the literature that novice teachers are daily challenged with balancing theory with practice, they never give up their efforts and strive eagerly to be effective teachers. However, the transition from learning about teaching theory, to a brief teaching internship prepares individuals to teach, but the "mastery" of teaching and instructional effectiveness is likely to occur several years into the teaching practice. Neophyte teachers may "know" what to do because they have a solid theoretical background about teaching. However, their affective abilities to put into practice those theories in the classroom (interaction with learners, managing the classroom) is insufficient the fact that may pose challenges for them on the job.

Michele Foster & Peele (2000) found that novice teachers need multiple opportunities to observe good practice, to talk about teaching among themselves and with expert practitioners, to learn to observe students carefully, to experiment with strategies and techniques and assess their impact, and to benefit from their mistakes by changing them. Inevitably, the novices are the ones who really enjoy the support of their peers in addressing issues and solving problems to bridge the gap between their cognitive and affective capabilities.

Novices must uphold professional standards. Research has proven that beginning teachers tend to adopt inflexible, rules-based ways of teaching to deal with uncertainty in their job (e.g. Huberman 1989). In the theories of teaching, learning and professional development, to shed light on the obstacles that novices encounter, several and various theoretical positions have been used. Some have referred to this problem as an issue including the difference between theory and practice (Dewey, 1904), and the transitional position that teachers go through from learning to teaching is often characterised as troublesome and as a shock (e.g. Stokking, Leenders, de Jong,

& van Tartwijk 2003). Others have referred to the problems of transferring knowledge (Corcoran 1981), or recontextualising knowledge learned during teacher education to the classroom (Howard 2002).

In other words, many researchers agreed upon the idea that novice teachers face problems in their first five years of teaching and that those problems may involve the difference between theory and practice i.e. to be a teacher in a real classroom and put into practice in a specific setting the best theory or a combination of theories that you have learned along five years which is not an easy task especially every single classroom is a case , the transitional shock from a learning position to a teaching one and transferring knowledge from an advanced state (teacher) to a developmental one(student).Research has also found that teaching as a job lacks a knowledge base that can help student teachers as newcomers to the field and provide them with the needed materials required for teaching (Hargreaves 2007).Teaching tends to ignore novice teachers rather than provide a lightening help and support for them in order to carry out the mission assigned to them, the reality of swim or sink.

Novice teachers are often described as experiencing more problems. Kremer-Hayon and Ben-Peretz (1986: 141) stated that "***the transition to working life can be said to be a difficult one in all professions. It would appear, however, that the feeling of 'shock' … is much more acute in teaching than it is in other professions"***. In other words, the change in role from student to teacher is not a simple transition due to the complex nature of teaching and the diverse areas of knowledge and skills that must be brought to bear on the classroom context to survive the first year of teaching. This transitional period especially in teaching profession is an anxiety provoking experience that involves the balancing act between learning to teach and attempting to take on an identity as a real teacher within an established school culture. Therefore, transition from education to the world of work is always a shock and challenge.

The work of a novice teacher is also classified as more challenging and complex than other professions as it demands a composition of diverse skills involving ***"business management, human relations, and theatre arts"*** (Danielsson 2007: 5).In the field of teaching, the step of any single novice teacher from education to work

seems to be more demanding than in many other professions. In the other fields, the career is being started from duties with minor responsibilities, and gradually the person is given more challenges and duties. In the teaching profession in particular, instead, the full pedagogical and legal responsibility is given as soon as the teacher enters school .Consequently, newly graduated teachers find it difficult to deal with the requirements of their new situations.

1.11 Qualities and Habits of Novice Teachers

Experienced teachers don't start knowledgeable and savvy—they gain experience and learn their own lessons. The teachers who are just beginning their career need to know that practice improves through experience. There are plenty of positive qualities about novice teachers. According to Moir's descriptive study about novices in 2011, in the first-year of teaching teachers move through stages or phases, in each phase that are some specific qualities unique to that point of time. During a teacher's career, these will grow and develop as they continue to teach and interact with students.

1.11.1 Energetic

According to (Moir, 2011) all teachers move through the following phases or stages of initial-year teaching from anticipation, survival, disillusionment, rejuvenation, to reflection, and then back to anticipation (Moir, 2011). Accordingly, anyone about to embark on a new adventure would be eager to get started! New teachers benefit from the energy that comes with starting the teaching career (anticipation phase). They are enthusiastic about tackling each day and bringing their best into the classroom. Although they will become more familiar with the daily hardships of teachers (survival), novices have the energy to struggle, and find solutions. New teachers are the ones who are eager to experience it all. Novice teachers will quickly discover hardships when they begin teaching every day. They will also discover that not all problems will have are simple and that they will find quick solutions. Novices have a hunger to improve as teachers.

1.11.2 Unconventional

Novices enter the teaching profession with new perspectives and ideas. A veteran teacher may be used to do things a certain way or using certain solutions. But novice teachers can bring creative solutions and methods. They aren't simply innovative though. They naturally have different and unconventional viewpoints because they are just starting their educational career. They aren't simply informed by their classroom experiences as teachers, but they draw from the different trials they've had throughout life to inform their decisions as educators.

1.11.3 Sympathetic

One of the most admirable qualities of novice teachers is their sympathy. They can connect to their students, in part because they are eager and determined to. But being sympathetic to their students happens easily for new teachers. They relate easily to their students because of their lack of experience as teachers and their abundance of experience as students. Gadamer (1989) has indicated that Aristotle has extended practical wisdom with "sympathetic understanding" or "being understanding". Sympathetic understanding is meant to be exercised by the one who is trying to understand practical moral knowledge as in the case of novice teachers. Often, novices will reflect on their times as students and see similarities in experiences between themselves and their students. They will think about how they, as students, interacted with their own teachers. And from those memories, they better define how they want to be as teachers.

1.11.4 Putting extra Consideration into Overcoming Hurdles

The first year of teaching is a difficult challenge. Teachers go through phases from anticipation, survival, disillusionment, rejuvenation, to reflection, and then back to anticipation as mentioned previously in the study of Moir, 2011. Newly qualified teachers enter to the field of teaching with a higher commitment to making a difference and a positive idealistic view of how to reach their goals. Then, they found themselves bombarded with variety of problems that keep them struggling to keep their heads above water. Consequently, they become very focused and consumed with the day-to-day routine of teaching.

When novice teachers encounter a challenge they didn't foresee, they will put a little more care into devising a plan to overcome that challenge. Novices are always eager to find solutions to early career challenges. Connecting with the students can also be the most difficult task. Novice teachers will take the time trying to figure out how to create a stronger link with their students. They want the students to like them and their teaching style, so novices will frequently interact with students to understand their audience and constantly try to find new ways to engage with them. The main challenge novices face is finding a balance between relating students and being a leader/disciplinarian to them. Having to answer every day rapidly changing classroom situations, beginning teachers spend extra time at home to plan, and try their best to figure out ways to face the coming day successfully.

1.11 Conclusion

In this chapter, we tried to shed light on the nature of teaching, teaching profession, components of teaching, teaching skills of the teacher or qualities of a good teacher and teaching , purpose of teaching, phases of teaching, novice teachers, novice teachers' experiences in the first five years of teaching and finally qualities and habits of novice teachers.

Teaching is a complex process; it should be viewed from different perspectives in order to have a general understanding about it. The general aim of this chapter is to provide a theoretical background about teaching profession, its essential components and its newcomers to the field.

Teaching consists of three elements teacher, learner and content; the first element has major effects on other elements. To become an effective teacher, teachers need a wide range of knowledge and skills. In regard to the previous points, teaching in general and E.F.L teaching in the Algerian secondary schools in particular is very important practice especially to novice teachers; this latter issue will be dealt with in detail in the next chapter.

Chapter Two

Teaching English as a Foreign Language in Algeria

2.1 Introduction

English is the most dominant and common language all over the world and it is required in learning almost all sciences. Therefore, needless to say the emphasis on teaching English is becoming a vital part of education all over the world.

This second chapter of this research tends to give general definitions related to foreign language teaching. Then, we shed light on English as a foreign language in Algeria and its importance. Finally, we will talk about both EFL teachers and learners in Algeria.

2.2 Definitions of Language

Human beings can communicate with each other .We are able to send or share and receive information, ideas, beliefs , points of view , hopes , requests, thanks, promises, facts, values and feelings only through a language.

Language, a system of human communication of spoken, signed or written words consisting of letters in a structured way by means of which individuals as members of a particular community or country, impart information and express themselves to other persons who are using the same set of symbols. Many definitions of language have been proposed. According to the American linguists Bernard Bloch and George L. Trager (1941) a language is a system of arbitrary vocal symbols employed by a specific social group of a given culture for the purpose of communication. In other words, being aware of the construction of a language allows any person to create and utter an unlimited number of new utterances that have been never produced before. Chomsky refers to this ability as "creative aspect" of language.

Thus, language is basically a mean for communicating with others, but a good language user is not only who can understand a large number of neither words nor the one who masters grammatical rules; language is more than lexis and syntax. It involves in addition to knowing what to say, knowing when, where, how and why to say.

Language, according to Merriam Webster (2004), enables human beings, at least, who share a particular language, to communicate with each other by stating

ideas, expressing feelings and exchanging information. Languages, even if they differ in some aspects, have got the same functions as that conveying information or message or even to ask and transfer things, all depend on the scope and circumstances of using this particular language.

2.3 Foreign Language Teaching

Language helps people to guide themselves in the world and their life .Language is called foreign if it is taught or learned in the classroom and it is not spoken outside in the society. It's contrary to what we call as a first or native language and second language. Many people don't make a distinction between second language and foreign one. However, there is a clear distinction between foreign and second language.

The key difference between second language and foreign language is that while both second language and foreign language are languages different from the mother tongue of the speaker. Foreign language refers to a language that is not widely used by people of that country and it is not commonly used in a specific area while second language is a language that is used for public communication. Second language (L2) is a language that is not the mother tongue of the speaker, but a language for public communication especially in trade, higher education, and administration. For example, French is a second language in Algeria, Morocco and Tunisia and English is a foreign language.

Foreign language teaching is a complex undertaking. It is an enterprise that is shaped by views of the nature of language, of teaching and learning a language specifically, and of teaching and learning in general. It can be formulated as *''the set of tasks which are designed to bring about language learning''*(Stern,1983: 21).In other word ,foreign language teaching is more than instructing a class ,it is a process which involves different activities ,and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment.

To make the process of learning efficient and easier, some tools are necessary in the classroom to help learners acquire English. The amount of tools available is

huge ,from language books, courses and dictionaries like the pocket ,to TVs, computers, YouTube, and all new useful technologies .According to crystal (2002: 126*): " technology always has a major impact on language ,whether written or spoken".* To help students achieve their language learning goals, teachers have to work with these tools.

For example**,** songs are very good tools in the acquisition of English .They encourage listening and provide relaxed atmosphere .Using songs in the classroom may help in memorizing and remembering texts and lyrics while uttering or creating an intended conscious interior mental repetition that may stimulate language learning. More, grammar and a lot of vocabularies can be presented through the use of songs shifting the focus of teaching methods from spoken or read texts to musically based material would supply students with the chance and opportunity to practice English through entertaining and funny relaxed learning environment that is culturally rich.

2.4 History of English

According to the free dictionary, English language is an Indo-European language that belongs to the West Germanic branch; the official language of the United Kingdom and the United States and most of commonwealth countries". It originated in England and brought by Anglo-Saxon immigrants who were seeking new settlements from what are today known as Northwest Germany, Southern Denmark and the Netherlands to the United Kingdom in the mid-5th to 7th centuries AD.

The history of the English language began with the coming of the Angles, the Saxons and the Jutes, the three Germanic tribes, who took control of Britain during the 5th century AD. These tribes, according to the Encyclopaedia Britannica, the Angles came from « England » and their language was called « English » from which the words « England » and « English » are derived. Those Germanic tribes were identified by the use of similar languages, which in the United Kingdom advanced into what we today refer to as Old English. Old English did not sound or look like English today. English of today appeared at the end of Middle English from the 16th century as the British had contact with many people from around the world. As a result, English spreads all over the world.

2.5 English as a Foreign Language

English is the official language of Britain and the United states and most of commonwealth countries .In most, there is around 1.5 billion English speakers around the world.350 million of them speak English as their mother native language .On other hand, 375 million use it as a second language, and 750 million others use English as a foreign language (Graddol, 1997).

Thus, it's an official language in several countries and it becomes a common denominator between individuals of many origins when they meet while travelling, doing business or in other contexts. According to Christine Kennelly in her book "The first World" Today there are about 6,000 languages in the world, and half of the world's speaks only 10 of them .English is the single most dominant of these 10.Many children and adults learn English. Teaching English as a foreign language or TEFL, as it's conventionally referred, includes teaching English in non- English speaking countries as a foreign language or where English is not the official language.

In short, TEFL is applied to emphasize that English language learning in nations, where English is not the most important language. Here are some similar terms and acronyms to the English language teaching scopes:

A) **TEFL:** (Teaching English as a foreign language**)** is focused on the purposes or studies of English by teachers and English learners with different mother tongues.

b) **TESOL:** (Teaching English for Speakers of other languages), which is the abbreviation of teaching English to students of other languages. It is used to emphasize the methodologies of learning and professions of teaching English.

c) **TEIL:** (Teaching English as an International Language) teaching English as an international language means that people should treat English as common tool of communication .In other words, it indicates that this international language has a great percentage of native speakers.

d)-**ESL:** (English as a Second Language) is used in English-speaking country more precisely in countries called the immigrant countries such as USA or Canada, where migrants' native language is not English.

E) **ESP:** English for specific purposes is a goal directed ,it is an approach to teaching language based on learners 'goals and reasons for learning language.

F) **TEOP:** (Teaching English for Occupational Purposes) is a branch of ESP (English for Specific Purposes) and covers situations in which learners are studying English to fulfil occupational purposes. The lectures are relied on the communicative needs analysis of their work.

2.6 The Importance of English

It is easy to see just how important English around the world .Many international businesses conduct meeting in English, universities teach courses in English and tourists and travellers use English as common language. English is important because of many reasons.

First, English is a worldwide spoken language; one out of five individuals can speak English. In fact, it is the international language. Second, studying English can bring many opportunities to the individual as getting a job because it is the language of technology, communication, economy and commerce. In addition, because of the prominence of Hollywood in global media, an enormous amount of films, TV shows are written in English .If you speak English, you won't need to rely on translation and subtitles anymore. Therefore, you will enjoy watching films and reading books. More, English is the dominant language of business. In this sense, Kennedy et al (1984, 01) write: ***The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication; and access too much scientific and technical literature is difficult for those with no knowledge of English.***

(Kennedy et al., 1984: 01)

The necessity to know English is increasingly wanted as the world joins together in a "global village ".So people began to feel the need to learn English for different reasons either to communicate or to do business. That is to say English is considered the business language. English has rapidly become the most spoken language among many languages in the whole globe, the language of tourism, aviation and trade in the last few decades .Consequently; learning English has ultimately turn to

be essential for development and success in any employee's career and the preferred language in the business community.

In addition, teaching English as a foreign language is very crucial and we can consider it as perfect opportunity for each pupil to become a knowledgeable person through his ability to read global sources and get more information. English gives access to each pupil to communicate and exchange knowledge with people from all over the world. Likewise, those who study a foreign language tend to demonstrate greater cognitive development and divergent thinking than monolingual children (as cited in al-seghayer,2011).As future workers, we need English language in almost all the occupational and to deal with computer software ;which means that mastering English language creates many opportunities for every person to obtain suitable job.

The position of English around the world and its important role in our life as an international language pushes the ministry of education of each country in the world to program English language as an official subject in schools.

More, we can consider English as a visa to join and interact with developed countries. For this reason, the ministry of education in Algeria scheduled to teach English as a foreign language from first year in public middle schools, in order to give enough time for the pupil to be familiar with this foreign language and to master it in a proficient way.

2.7 Teaching English as Foreign language in Algeria

Foreign language teaching in Algeria is determined by historical and political ideologies.

According to Benmoussat:

After the Arabization reform in the late 1960's and early 1970's ,Arabic became the official language of Algeria From 1971 onwards, Arabic replaced French as the medium of instruction in primary schools ;by 1971 all middle school education was conducted   *in Arabic;*   *by*   *1984*   *all*   *secondary*   *education and*   *by*   *1984*   *all*   *secondary*   *school education*   *,and*   *by*   *1986*   *most*   *university education ………had undergone this change.*

<div align="right">(Benmoussat's unpublished doctoral dissertation, 2003:106)</div>

Indeed, French has been, for long, dominating the Algerian educational scene because it is the language of the colonizing power. Later on the policy makers felt the need for educational reforms, which include the reintroduction of French as a first foreign language. They were also aware of the vital role played and held by the English language as they tried to implement the use of English at all levels of education. In this respect, Zughoul (2003:122) argues: *"In Arab North Africa, and despite the fact that French has   strong foothold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English"*. In fact, the tendency of what can be termed a shift from French to English in these countries cannot be cancelled.

English was introduced side by side with French as a first foreign language that starts to be taught in the curriculum. The English language is introduced at the level of first –year middle school. It covers seven years –four of which at the middle school and three at the high school. At the upper high school students study English 3to5 hours per week depending on the student's branch (3hours for scientific stream and 4hours to 5 for literary stream).This, as part of a whole procedure, contains designing new syllabuses, curriculum and devising new textbooks and accompanying document. The approach which is adopted is competency-based Approach.

2.8 Teaching English in the Secondary School in Algeria

The General aim of teaching English as a foreign language to second year classes in Algeria is defined by the national syllabus. Second year curriculum aims is to consolidate ,and increase the learner's acquired capacities as well as to ensure a continuation to the first year and second objectives .This put communication as a primary goal of teaching English. There are three major objectives that turn around teaching English to second year learners:

A) **Methodological objectives:** To consolidate and increase learning strategies using at autonomy, critical thinking skill and self-estimate. To make easy for student to use various documents and feel interested and involved to subjects that are not treated in class.

 b) **Socio cultural objectives:** To make sure interdisciplinary coherence as an attempt to merge the overall information and knowledge acquired by learner**.** To inspire the learner curiosity and to support the student broad mindedness to get access to cultural principles brought by English.

2.9 The Role of Textbook in Language Teaching

Moving from the focus on form to the focus on meaning and language use was imperative step in the history of English language teaching in Algeria. It aims at developing learners 'communicative competence when designing curricula for English language learning by adopting the communicative language teaching approach.

In the field of language teaching, the selection of materials is very important before using them in practical context; textbooks are considered as the most useful teaching material. According to Sheldon (1988:238): ***"The textbooks represent the visible heart of any ELT program"***, since they offer significant chances for both teachers and   learners to practice the target language when used in the classroom.

For the majority of teachers, textbooks are the only available materials that include the content of lessons, the integration of the four skills taught and the different communicative easy tasks of language practice that allow the learners to be engaged in the classroom. Furthermore, textbooks are seen as the core that serves extra roles in the

ELT curricula (Cunnings worth ,1995) .He argues that they are effective resources for self-directed learning and a source of ideas and activities ,a reference for language learner ,a syllabus where they reflect predetermined objectives, and a support for less experienced teachers. Therefore, they are not only a source of knowledge that teachers rely on to prepare and deliver a lesson but also the basic of language input for language learners.

Let's consider the English textbooks *"New Prospects"* which is currently used in the third level of the Algerian secondary education:

2.10 Description of the Textbook "*New Prospects*"

The EFL textbook "*New Prospect*" was designed for baccalaureate students in 2007. It is determined to all streams and consists of 270 pages. *New Prospects* is divided into six units each of which has its own objective and theme, however; they share the same structure. Each unit contains two main parts and each part is composed of two sequences which are :unit one :Ancient Civilisation ,unit two :Ethics in Business ,unit three : Education in the World, unit four :Food Safety ,unit five : Feelings and Emotions ,unit six : Astronomy and the solar system.

Many teachers think *New Prospects* doesn't offer classroom learners suitable opportunities to learn authentic materials in language teaching and many teachers confirm that the prescribed textbook should be supported with the adaption of authentic teaching materials such as audio-visual, posters, handouts, songs.

2.11 ELT at University Level

The admissions for an ELT University program go through a national final exam at the final year of high school; the exam is known as the abbreviation « BAC » for the French word Baccalaureate. The high results of the BAC exam open the door for competitive standards that the universities require from their future students. English language teaching program that falls under English departments has specific standards that vary from one university to another due to the availability and limitations of university seats in every program.

Apart from the English department, English at the tertiary level is introduced in different curricula as a main subject at the English departments nationwide and by which learners are asked to be compulsory present the following lectures :literature, civilization, linguistics, phonetics … etc.

English is also introduced in other departments and it is compulsory. For example, students who belong to one of the following specialities Mathematics, physics, chemistry, political sciences…etc. are required to follow ESP Courses depending on their area. Hence, different ESP (English for specific purposes) courses are provided .For example, EST 'English for Science and Technology ' EBE 'English for Business and Economics ' and ESS 'English for Social Science' ESP .

ESP, this broad diverse field of ELT, has several definitions .Mackay et al, (1978) define ESP as the teaching of English for a clearly utilitarian purpose. This means that the purpose depends on the learners' needs which can be either of academic, occupational or scientific character. According to Harmer (1983, 1) ESP is "*….situation where the student has some specific reasons to learn a language".* English in this case is studied alongside the other modules and the majority of teachers are part time teachers whose job at the university.

In the Algerian context, unfortunately, EFL teachers who are charged to teach ESP lectures do not receive any specific kind of preparation or instruction that help them to be ESP teachers in many universities. As a result, they may face a challenge of readiness as has been stated by Hutchinson and Waters (1987, 157)*''……a new situation for which they have generally been not well-prepared*''. Thus, this shift is considered as a tough task that a General English teacher may go through in his professional career. Hutchinson et al (1987:160) states that:

Teachers who have been trained for General English teaching or for the teaching of Literature may suddenly find themselves having to teach with texts that they know little or nothing about.

(Hutchinson et al., 1987:160)

That means once teachers who have been trained for General English asked them to run ESP courses may lack the knowledge of the field they are asked to teach and may find obstacles.

In the same line of thought, Strevens (1988) describes this experience as a shock for those teachers. Therefore, it is not an easy task for General teachers to deal with the requirements of the new situation. In brief, further research should take into account the ESP teachers' training and programmes.

2.12 Factors Affecting EFL Learning

Researchers have stated many factors that can affect the English language learning. Here are some of them:

2.12.1 Cooperative Learning

With the aim of raising the academic achievement and performance of students, scholars have implemented many strategies. One of these is cooperative learning in which small groups, each with learners of different levels of ability, use a variety of learning tasks to advance their understanding of a subject. It consists of range of concepts and techniques for enhancing the value of student-student interaction.

This learning strategy is expected to be productive and successful but only fewer than four conditions. First, positive interdependence which insists the cooperation of the group's members to achieve a mutual goal set by teacher. Each group members have assigned roles for the group success. Besides, it requires face-to face interaction which refers to the interaction patterns and verbal interchange among students promoted by the positive interdependence that affect the educational outcomes. The third condition of cooperative learning is the individual accountability. With the aim of maximizing the individual achievement, all the group members provide an appropriate support and assistance to one another. Finally, this strategy requires that students use interpersonal and small-group skills which facilitate their teamwork, create trust and enhance communication. These skills include leadership, finding solutions and taking decisions. All of which help learners to maintain effective working relationships to complete the assigned task (Harmer, 2001)

The foreign language educators adopt cooperative learning with different respects. Oxford and Ehrman (1993) include it as a classroom procedure which can lower anxiety that may hinder the learning process in the language classroom. Grouping learners allow the m to interact and negotiate to comprehend for the input and change their output to make it more comprehensive to others. Not only does cooperative learning increase students' self-esteem and self-confidence, but it raises their motivation as well. The latter can lead to more extensive use of the language and the development of greater language proficiency. Thanks to peer support, shy and uninterested learners are motivated to contribute especially when they know they can get feedback and assistance in making their contribution as clear, relevant and appropriate as possible.

However, teacher of foreign language may face some difficulties when applying cooperative learning mainly for the first time. As with separated tables seating, students may not like the people they are grouped with. In any one group, one member may dominate while the others stay silent.

In addition, a number of strategies can be employed including preparing learners for cooperative tasks via explicit experiences and opportunities to practice and receive feedback on such skills as turn taking, active listening and positive feedback before they can take on the responsibility of functioning in groups. They must also be assigned to meaningful tasks. Topics should be genuinely interesting, need further research and discussion, and offer different avenues for investigation and solution. Cooperative activities need to allow learners to use more of Gardner's multiple intelligences in their language learning so that different perceptual styles and learning strategies are given the opportunity to learn and benefit.

2.12.2 Motivation

Foreign language acquisition theory has left no doubt about the crucial importance of a further affective variable, motivation. It's thought to be a cluster of factors that energize behaviors and give it direction. Thus, it includes the students' arguments for trying to learn the target language. Chomsky points out the importance of activating learners' motivation stating that: "***About 99 percent of teaching is***

making the students feel interested in the material" (Noam Chomsky. 1988: 181). This means studying at the hands of an enthusiastic teacher is crucial because it invites learners' actively to participate in what they are learning and pushes them forward to continue their studies.

In their early work, Gardner and Lambert (1972) divided motivation into integrative and instrumental. The latter is having the will to study the target language. While the former is about the practical purposes for language learning such as getting a job, travelling abroad, money or power. They found that students who want to integrate into foreign culture are highly motivated and learn more successfully than those who are only learning language as a means to an end i.e. integrative motivation is more powerful than instrumental (Harmer, 2001).

Another distinction can be made between extrinsic and intrinsic motivation. Extrinsic motivation comes from the desire to get a reward or avoid punishment; the focus is on some external to the learning activity itself. With intrinsic motivation, the learning experience is its own reward. Research indicates that while extrinsic motivation can be also beneficial, learning is most favorably influenced by intrinsic orientations especially for long-term retention (Harmer, 2001).

The emphasis of most schools on teacher-directed classroom, grades and tests encourages only the extrinsic motivation. This leads students to work to please teachers and authorities rather than satisfying their love of knowledge and caring to learn for their own personal reasons of achieving competence and autonomy. Therefore, it has become a matter for researchers to find strategies for internalizing the external aspects of motivation.

Brown (1994) proposes some suggestions for promoting the intrinsic motivation in L2 classroom. Among these is to help learners to set their personal goals and to use learning strategies and materials to achieve these objectives. Through cooperative learning, students are given the opportunity to participate and work to develop themselves and each other's. In addition, teacher should encourage them to get self-satisfaction in a task they do well rather than over-rewarding them. For example, when designing activities, he/she must take into account their needs and interests.

Moreover, they should be involved in decision-making process about what and how to learn so that they take responsibility for their own learning. They are also encouraged to be optimistic and to calm themselves and think of productive strategies to overcome their failure which becomes then only an opportunity to begin again. These strategies contribute not only to their achievement but also to foster their autonomy when they become capable to take charge of their own learning.

However, the teacher is not totally responsible for students' motivation. The cognitive theories sustain that motivation is based on the person's learned beliefs about his worth, abilities and competencies (academic self-concept), goals and expectations for success or failure, and the positive or the negative feelings (e.g.: curiosity, anxiety) that result from self-evaluative processes. Jeremy Harmer supported the idea stating that real motivation comes from within each individual. (Harmer, 2001: 8)

One of the issues that the educators have no longer been disagreed about is the students' response to their learning experiences. They insist that learner's state of mind and his/her personal response to the activity of learning is central to success or failure in language learning.

Many teaching methods have been influenced by such new idea resulting in "*the humanist theory*". The humanist approach considers that the learner's feelings are as significant as his mental/ cognitive abilities. The more he feels hostile towards the subjects, materials and teaching methods is the less success he may achieve. These states are called "*alienations*" and Earl Stevick proposed the view to encounter them. This perspective thinks of students as *whole person* ,i.e.; language teaching is not just about teaching rules and structures but it's to help learners develop themselves as individuals also. Thus, the experiences of students are what counts and the development of their personalities and the encouragement of positive feelings are seen to be important as their learning of the language (Harmer, 2001)

2.12.3 Emotions

It is improved that our emotional state has the power to be influential to our thinking. Salovey and Mayer (2008) formed their theory of emotional intelligence,

ability model, which consists of four abilities including using emotions to facilitate thinking. They insist on the importance of emotions in communication and cognitive operations. For Oatly and Nandy (1996), although emotions are likely to energize students' thinking, emotional states may also interfere with the learning process in several ways. First, emotions may limit the capacity to balance emotional issues with schoolwork. When they are heightened, we use up our intellectual resources. Some students may have difficulty learning because their minds are cluttered by distracting memories and thoughts. If they are working to cope with emotions, they might not have sufficient resources available to engage in learning (Linda Darling et al. 2002)

Another way in which feelings can intervene with studying is the fact that students can become upset by classroom events; a failed test or a negative comment from teacher or peer, and react in a way that impedes further learning. These different reactions may run different ways according to what the learner attributes the obstacle. For instance, when getting a bad score, some blame themselves for not studying enough and commit studying hard next time while others blame the teacher for writing unfair questions. So, every time similar reference of a problem but has two different beliefs about the improvement of the situation. According to Goleman (1995), a student who is angry and knows only how to blame others is no more able to succeed in/ out of the classroom. Therefore, they need to learn how to acknowledge their feelings, manage their anger and set strategies to overcome them.

2.12.4 Self-esteem

One of the emotions that have a significant influence on L2 learning is self-esteem. It refers to: ***The evaluation which any person makes to himself; it conveys or represents either a positive or negative position towards that evaluation and highlights the degree to which any individual believes in himself to be able, competent, qualified and worthy***.

(Cooper, 1967: 4-5)

This evaluation derives from the one's inner experiences, positive/negative, and his relationships with the external world. It begins with the approbation of the significant others and then is eventually internalized as he/she incorporates beliefs, attitudes and memories. The resulting thoughts and experiences will be affected by the previously existing notion of « who he is » i .e how he sees himself (Arnold, 1999).

The significant others are those worthy people whose repeated responses serve as mirrors for the individual to see and judge his image. If the latter is positive, he'll feel worthy of love and valued. Yet, if it is not so, he thinks he is rejected and unwanted. It entails feelings of self-worth, self-confidence, self-concept that provide an experience of success (Janet Lerner, 1989).

Inside the classroom, the teacher is the worthy person who has to recognize the uniqueness of his learners and to protect their rights and feelings so as to develop the five key components of self-esteem: sense of identity, of security, of belonging, of purpose, and of personal competence. When all these needs are fulfilled, then we reach self-actualization. Otherwise, he is likely to experience low self-esteem. Students of poor self-esteem usually possess negative thoughts about themselves; "I can't do it", "I'm not good enough"," I'll never learn this"…etc. Pushed by their negative sense or feeling of failing in all actions, they tend to be excessively timid, reluctant to express opinions and unable to make decision. In addition, they are daydreaming and remain isolated from the group avoiding work. They show some hesitation in the new situations and when speaking about themselves and their feelings in front of others.

Thus, teachers may find it difficult to work with such learners as they don't ask for nor accept help. All these features affect their learning negatively because: "***The student's lack of confidence may be translated into a lack of ability to accept his own mistakes and those of others which may hinder the development of his learning skills and integration in the group***" (Veronica de Andres, 1999:98). Always explain the quotation this means a student's lack confidence can have marked effect on academic performance. Having the sense of lacking confidence can lessen student's will or attitude towards learning, her/his ability to focus, and her/his intention to be risky to take a step forward and become disable to accept his/her mistakes and his/her

classmate. As a result, students can't achieve success, improve their learning skills or integrate with his/her classmate.

In fact, it is the teacher's task to enhance his students' self-esteem. Through communicating positive messages with them, he creates a safe emotionally intelligent class where both share mutual support and care. When learners are encouraged to use the target language to express feelings, mainly positive ones "I can do it", "I'm good at..." they start to praise themselves and recognise that they are valued and well-received. So, they feel more confident and less fearful and hesitated. This contributes greatly to promote not only their linguistic abilities but their emotional development as well.According to Raffini James (1993: 147): *"Self-esteem increases from the beliefs of other people. When the individual teacher believes in learners, they trust themselves.When those you respect believe in you, you believe in yourself and be able to do a lot".* In other words we cannot teach a student to feel good about herself /himself, you can nurture himself /herself esteemed through a continual process of encouragement and support. That means teacher appreciates the things she/he does well, expressing confidence that he /she will improve in the areas in which doesn't do well, and adapting instruction so she /he can experience success.

Therefore, he/she should convey signs of trust either orally (praise words) or verbally (gestures and smiles). Some educators insist that it's better to start the unit/session with tasks that every student can do well. Their success in such activities reinforces their self-worth and confidence and influences positively their performance and achievement later because "success breeds success".

In addition, self-esteem can be promoted through cooperative learning which gives all the students the opportunity to participate, learn and benefit from each other. Calderon and his group (1991) implemented Cooperative Integrated Reading and Composition (CIRC) structures which integrate oral language development with reading and writing in bilingual instruction. They found that bilingual students developed greater self-confidence in public speaking and in participating in classroom discussions, two situations where anxiety is likely to be the greatest. This increase led to increased learner effort in language learning and greater willingness to take risks or

to continue attempting to make one's views clear and understood. (JoAnn Crandall, 1999)

On the other hand, students' self-regard can be affected negatively by language anxiety which stands an obstacle in learning foreign languages. According to Horwitz (1986) L2 learning can cause a real threat to self-esteem since it deprives students of their normal means of communication, their freedom to make errors and their ability to behave as normal people. Yet, he proved that those with high self-esteem are prone to handle and manage their anxiety, even if it is in high level, better than low self-esteemed ones. This eventually results in better performance.

2.12.5 Language Anxiety

Language anxiety is the occurrence of fear when the student is expected to perform in the foreign not the native language. It differs from the general performance anxiety in the sense that it is linked directly to performing in the target language. This anxiety is classified among the variables influencing language learning in any setting; informal (learning language on streets) or formal (learning language in the classroom) (Oxford, 1999).

When anxiety arises as a response to a particular situation or event, it's called *situation/state anxiety* and it diminishes over time (when learners get used with the situation). However, if the language anxiety lasts for a period, it becomes a *trait*. In both cases, it appears owing to these major factors: classroom comparison between good and weak learners, excessive competition, test and assessment, fear of failure and banishing the use of the native language in foreign language classroom.

The importance of anxiety in the language learning led Chastain to carry out an investigation in 1975 –it was followed by Gardner 1985, Oxford 1990, Horwitz & Young 1991. As a result of this work, it was argued that anxiety can influence language learning either harmfully or helpfully (Nunan et al., 1996).

Concerning the harmful anxiety, most language researches show a negative relationship between anxiety and performance. This kind of anxiety is called "*debilitating anxiety*" because it impedes the learner's performance directly through

reducing participation and creating overt avoidance of the language and indirectly through worry and self-doubt. In addition, it can be identified through the following signs: *general avoidance*: forgetting the answer, showing careless, cutting the class, inability to answer even the simplest questions, *physical actions* like squirming, fighting, stammering, playing with hair/clothes, touching objects nervously, and *social avoidance* represented in hostility, masking behaviors/self-effacement (exaggerated smiling, joking, laughing), and excessive self-criticism "I'm so stupid"....etc. In this sense, Linda views:

> ***Students who are depressed or anxious about learning often do not feel competent academically. They do not believe in their abilities and spend more time to recheck their answers or questioning their work before sharing it to their teachers. They may even begin over every time they find a mistake, convinced that it weakens their complete effort. Because they may take more time on a task, these learners offer themselves and their teachers a believe that the actual time is insufficient for them to solve a problem or understand a concept.***

<div align="center">(Darling, 2002: 91)</div>

In more clear words, it notes that students with trait anxiety often have problems with attention and they may do mistakes. Anxiety may make the learner uncomfortable in the school environment and negatively affect their ability to study and enjoy their time in school. It is also consuming because learners take much time thinking about the answer or read the questions several times .When students have anxiety which can be difficult for teachers to identify leads to social and behavioral problems, poor self-care practices and low self-esteem.

On the other hand, anxiety can be helpful or *facilitating* in certain ways. According to Scovel, anxiety helps to keep students alert and react to the learning content. Later, Horwitz (1990) supported this view, but for very simple learning tasks. Omaggio Hadley, like Terrell, refused the term "anxiety". She suggested that a certain amount of tension might be useful in language learning while Terrell preferred to call such tension *attention*. (Oxford, 1999:61)

<div align="center">**51**</div>

After diagnosing the anxious behaviors, language teachers can act to heal anxiety by reducing or removing its provoking elements in the learning process. He should help students to understand that language anxiety can be transient and doesn't inevitably develop into lasting problem. In addition, he must boost their self-esteem and self-confidence, set clearly classroom goals and help the learners develop strategies to reach these goals. The fact that they are not native speakers of L2 so they aren't required to behave in perfect way helps to make them feel less stressed and anxious.

2.12.6 Teacher-Learner Interaction

Besides the cooperative learning which guaranties student-student interaction, another kind of interaction can be seen inside the classroom. It's the teacher-learner interaction that gained momentum in the late 1960s in response to the belief of that educational process is as important as the learning outcome.

To begin with, the teacher must understand how his emotional intelligence influences the classroom because he is the model for his students. He should express his emotions in a correct way and show them how to build respectful relationships with others not only in academic level but on a personal one also. These positive relationships are keys to produce an emotionally good positive classroom environment which is necessary for students' cognitive learning and growth. In fact, it was shown that their emotional and academic functioning improve when they feel they are cared about (Arnold, 1999)

In addition, it's important to communicate positive messages in the classroom to enhance students' personalities since their beliefs about their abilities strongly influence their performance. He can help them emotionally and intellectually by giving a careful open ear to them and by fulfilling their needs and emotions. It's also important that students feel that teacher will manage the classroom environment and students' relationships in ways that protect their integrity and right to learn without fear or humiliation. This protects them from the "negative affective filter" which interferes with their abilities to process information and to perform in a supposed way.

Moreover, L2 teachers have to stimulate the different positive emotional factors such as self-esteem, empathy, and motivation which can greatly facilitate the language learning process. Collaborative work is one of strategies that develop one's interpersonal intelligence (the ability to understand and respond effectively to others) and provide him with social skills like valuing others, responsibility, taking role. In addition, social and emotional education programs are designed to support students' emotional development through activities related to real- life. It includes instruction on emotional intelligence skills, attitudes, relationships and school/community responsibility. Researchers, including Goleman, found that most students who engaged in this program felt the school as a safe place. They found also that the program reduced their anxieties and feelings of hopelessness (Darling, 2002: 94)

Finally, the role of the teacher should be that of facilitator and counselor, more than a lecturer, who provides learners with support in two ways. Psychologically, he should motivate learners and raise their awareness about themselves and others. Talking about positive/ negative feelings helps them to identify and deal appropriately with their emotions; teaching the language to be used to interact productively with one another about how they are feeling. Technically, he should help his learners to plan and carry out their learning and to evaluate themselves. They should be also provided with skills and the knowledge needed to implement and evaluate their learning.

2.12.7 Learner Autonomy

The meaning of the term learner autonomy has been central to the Council of Europe Modern Language's thinking about language teaching and learning since 1979, when Henry Holec wrote "*Autonomy and Foreign Language Learning"*. He defined learner autonomy as being: "***the capability to be responsible of one's own learning. It is not innate but it has to be acquired either by natural learning means or by formal learning I.e. in a systematic, deliberate way"*** (Holec, 1981:3). This ability means to have the responsibility for all the decisions concerning their learning and that of those with whom they interact. It is a defining goal of education which seeks to promote the learner's freedom by developing abilities that enable him to act more responsibility in running the affairs of the society he lives in.

The first successful step to advance the responsibility of one's own learning is to accept full demands of the learning process, acknowledging that success in learning relied heavily upon us rather than on other people. This entails that we set out to learn the skills of reflection and analysis that enable us to plan, monitor and evaluate our learning as well. Our acceptance has an important affective dimension belongs to the fact that autonomous learners are motivated ones and can freely apply their knowledge and skills outside the immediate context of learning.

Autonomous students draw on their inner internal motivation when they accept to be responsible for their own learning and commit themselves to advance the skills of reflection and self-management in learning, and achievements in learning strengthens this internal motivation. Therefore, their learning is efficient and effective to the extent they apply the language and skills acquired in the classroom to situations arise outside.

In learner-centered education, though learner autonomy is a welcome goal for education, it doesn't mean the total absence of the teacher because language development requires interaction. Researchers on autonomy were aware that in order to develop autonomy, learners need to be freed from the direction and control of others. Accordingly, they were well aware that learners who choose, or are forced by circumstances, to study language in isolation from teachers and other learners wouldn't necessarily develop autonomy (Benson, 2001). Therefore, they argued that autonomy can be developed through three basic pedagogical principles:

• *Learner involvement:* teachers must invite and stimulate learners fully in planning, monitoring and assessing their own learning.

• *Learner reflection:* teachers have to be helpful to their students to allow them to evaluate and reflect continuously on content of their learning process and to be involved in regular self-assessment.

• *Target language use:* teachers must ensure that the target language is the mean and the objective of all learning, including the reflective component.

According to these principles,   the target language is the preferred medium of communication. The teacher must scaffold negotiation with hand between learners; the teacher involves his /her learners in a non-stop quest for "good learning activities"; he /she must help them to develop criteria or critical evaluation. Within whatever larger agenda is imposed by the curriculum, learners set their own goals and choose their own learning activities; the teacher must help them to be focused in their aims and realistic in their choices. Individual learning goals are pursued partly via collaborative group work; the teacher must show his/her learners how to support one another in collaborative discourse. All learners keep a personal written record of their learning; this helps them to focus on form, facilitates memorization, and stimulates a two-way interaction between speaking and writing. All aspects of learning are regularly evaluated *in the target language* − to begin with, in very simple terms (Dam1995).

2.13 Challenges Facing Novice Teachers

Being a novice teacher is very hard. The obstacles that a neophyte teacher encounters can arise from many directions: with students, parents, administrators, or with the many roles and responsibilities that he/she has to maintain. The challenges faced by novice teachers vary as follow:

2.13.1 Classroom Management

Classroom management is a term made up of two parts: classroom and management. From Oxford Learners' Pocket Dictionary, "Classroom" is defined as "a room in school, college...where classes are taught", and "Management" as "the control or organization of something". (pp. 72-261). The two terms are interrelated to construct the word classroom management.

The classroom refers to the physical place in the school where the teacher meets group of students to interact with subject matter and materials so that learning can take place (i.e. the physical, social, and intellectual context of the teacher and student). The classroom goes beyond the physical confines of the room to include the total school context that teachers and students inhabit throughout the school day.

Management refers to the process of planning, organizing, leading, and controlling the resources (physical, human) required to achieve the goals/functions of teaching and learning (i.e., attending to the logistics of teaching).

Classroom management is considered an essential part of the teaching and learning process. It refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in a student's learning success.

Most of the novice teachers struggle at times to deal with their students' behavior. Research has consistently shown that a teacher's competency in classroom management is critical, and consequently not achieving competency in this area may result in novice teachers leaving the profession.

2.13.2 Overcrowded Classrooms

A classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching-learning process.

Researchers argue that there is no exact definition of a large class. It differs from country to country and from one situation of teaching to another.

Generally, teachers meet several classes in one day; their quality of teaching is influenced by the number of students in their classes. There is no agreement upon the optimum class size for the ideal learning situation. In teaching English as a foreign language, the number of students in the class should be reasonable so that the teacher can easily communicate with his or her students.

An overcrowded classroom is a class in which teacher concentrates more on management and control of the students rather that working towards the achievement of the lesson objectives. As a result of this, teachers and students tend to face difficulties in teaching-learning processes. A large class-size offers nothing, but noise making, poor seating arrangement, restriction of teacher's movement to the front of the class and inadequate participation in the lesson by students sitting at the back. The teacher who has a big number of students cannot provide help to all students. In fact, large class-sizes forces teachers to be teacher-centered.

It is very difficult to enumerate all the problems regarding large size ELT classes. However, there are certain problems which may look small from a general point of view but may affect teaching-learning process badly.

2.13.3 Discipline

Teachers face difficulties in controlling their students, who make noise especially when they do activities or finish before the others, then the teachers cannot stop them. A disciplined class is an ideal field for a teacher to impart knowledge.

Discipline is only possible if the strength of a class is normal. In a class of 40 students and more, it is impossible to maintain discipline. May be a teacher is very competent in his profession, his preparation is satisfactory, is smart and punctual; but will fail to control and maintain discipline in those large size classes.

2.13.4 Discomfort

Many teachers, as well as students, may find themselves uncomfortable when teaching-learning in an overcrowded class; they might feel unhappy and hopeless.

Because of the overall hostile situation, teachers cannot keep proper eye contact with the class. They cannot speak constantly at a high pitch. They cannot involve their students in learning activities. If they cannot do so, they get nervous, then, teaching-learning process will not be in a natural manner. Thus, it is important that the class must be a comfortable place to gain successful interaction.

2.13.5 Individual Attention

Due to the large number of students as well as the shortage of time, teachers cannot pay attention to every individual student in the class. Teachers emphasize that it is impossible to concentrate on all students and therefore not enough reinforcement will be made to encourage all to participate in different activities. In other words, such context makes some students, especially the shy or weak, to be neglected and left behind.

2.13.6 Evaluation of Students' Progress

It has been proved in various researches that is very difficult for the teachers to carry out proper evaluation in a class of large size. The teachers consider it very challenging task to supervise and give appropriate feedback to a class that exceeds forty students per class. In addition, it is hard to check all the exercises done by each student in the classroom. It becomes almost impossible to correct their mistakes. Pair work, group work, and trio work becomes impossible. It is troublesome for the teacher to mark too many scripts of home assignments. However, all this evaluation is essential in the teaching system.

2.13.7 Teaching-Learning Process

In a class that is overcrowded, the teaching-learning process gets very slow. There are many distractions and disturbances. The teacher is not audible to the students. Because of overcrowding, there is much noise in the class. The students find it easier to talk with each other than to ask the teacher and listening to him/her. As a result, the class lacks the proper teacher-student relationship and the teaching-learning process gets disturbed.

2.13.8 Working With Mixed Abilities

We often find a wide range of abilities in large classes, from learners who learn quickly to those who need more help. This brings challenges, for example when one or two of the faster learners dominate group work, or get bored when we explain something they already know. Conversely, weaker learners may sometimes feel humiliated if they can't answer a question, and sometimes misbehave out of frustration.

2.14 Methods and Strategies to Face Classroom Challenges

Teaching in the initial years may result very difficult obstacles to the novice teacher. The following tools and strategies can help the English language teachers to teach at ease.

2.14.1 Managing Pair and Group Work

Pair work is an activity in which two students work together. When the number of students exceeds two it is, then, called a group-work. These two types are very important for:

- Interaction
- Giving attention to individuals
- Focus on the action zone
- Monitoring
- Giving feedback
- More mixed abilities
- Getting feedback from students
- Maximize participation
- Make clear instructions
- Provoking quite students into talking

2.14.2 Managing Discipline

Discipline is very important in every class. Managing discipline in overcrowded class is not as an easy task; it demands some clear rules. Establishing a code of behaviour that is created by teacher and learners together such as; learners have to work quietly; they may talk, but not loudly; and students who have finished the lesson tasks can read a book to keep them busy.

In addition, teachers should collaborate with the students and build up a good learning atmosphere.

A teacher should communicate, discuss and share regularly the classroom management techniques with other teachers who are involved in large class teaching.

2.14.3 Managing Students' Anonymity

The teacher, according to Yule (1996), must know the names of at least some of his /her students using different ways. He/she can try to find ways to be accessible to students on a personal level using different strategies, for example, arrive early and chat with students who are already there, greet students as they come in, stay a few

minutes after class to answer individual questions, consider lecturing or leading discussion from different points of the classroom to give students the feeling of being in the middle of the action rather than simply being an observer, etc. When teacher asks questions, he/she can start on a personal level, asking students to share their own experiences with an idea, and then move to the more abstract experience. As well as students had better to know each other to not feel neglected and isolated.

2.15 Strategies for Better Classroom Interaction

To have better interaction in the classroom, teachers have focus on the important strategies that reinforce it.

2.15.1 Asking Questions

In EFL classrooms, where learners often do not have a great number of tools for initiation and maintaining language, the teacher's questions provide necessary steppingstones to communication. Appropriate questioning in an interactive classroom can fulfill a number of different functions. Teacher questions give students the opportunity to produce comfortably language without having to risk initiating language themselves.

Students become afraid when they have to initiate conversation or topics for discussion. Teacher questions can serve to initiate a chain reaction of student interaction among themselves.

Two major factors that has been considered in an interactive classroom is wait time, or the amount of time the teacher pauses after a question and before pursuing the answer with further questions or nomination of another student (Chaudron, 1988).Research have indicated that additional wait-time of about 5 seconds should especially allow second language learners a better chance to give their response, and it may fit better with their cultural norms of interaction.

2.15.2 Classroom Seating Arrangement and Its Role in Classroom Interaction

Changing the room's physical layout may make the classroom a more attractive place to study since it may also make cooperative work easier, revitalize fatigued

students, reduce stress within the classroom and facilitate learning. For each activity, teachers undertake in class, they should consider what grouping; seating and standing arrangements are most suitable. It is difficult for students and especially for young learners to sit still for a long time. It is essential to include activities that involve some movement.

There are a number of approaches to seating arrangements in the classroom. Harmer (2001) suggests the following types of seating:

- **Orderly rows:** when the students sit in rows in the classroom, there are obvious advantages. It means that the teacher has a clear view of all the students and the students can all see the teacher. It makes lecturing easier; enabling the teacher to maintain eye contact with the people he or she is talking to. Orderly rows imply teachers working with the whole class. Some activities are especially suited to this kind of organization: explaining a grammar point, watching a video, using a board etc.

- **Circles and horseshoe:** In a horseshoe, the teacher will probably be at the open end of arrangement since that may well be where the board, overhead projector or tape recorder are situated. In a circle, the teacher's position – where the board is situated – is less dominating. Classes that are arranged in a circle make quite a strong statement about what the teacher and the students believe in. With all the people sitting in a circle, there is a far greater feeling of equality – the teacher has a much greater opportunity to get close to the students.

- **Separate tables:** When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than in the other arrangements. Scrivener (2005) states that changing students' arrangements has many advantages and help students cooperate with different people. He also agrees that in a circle or a horseshoe there is a much greater sense of equality and it increases student interaction. Moreover, in these seating arrangements, weaker students have less chance of hiding themselves and therefore the stronger students dominate less (p, 87-88). Although there are many ways of arranging classroom seating, most researchers agree that there is no universal correct

room organization. Pitner (2013) further adds that the best arrangement is one that fits the teacher's style, fits the classroom dimensions, and feels comfortable to the students.   Another important factor, which is related to seating arrangement, is the teachers and students movements. Generally, a teacher moving around the classroom is more alert and is able to organize the classroom events more effectively (Lemlech, 1999). Walking around the classroom helps teachers motivate students to participate in classroom activities, it also helps maintain attention and discipline. An important point to remember is that students should also be allowed to move around in order to do work that is more active and to enable cooperation with others.

2.16 Conclusion

In this chapter, we tried to shed light on the importance of English as a foreign language .Being an international language used in all fields .English imposes its teaching throughout the world including Algeria. Then we introduce the way English is taught in Algerian Secondary schools and its aims. After that we talked about English teachers in Algeria and their role to achieve an effective English language teaching process .In addition, we discussed the tools and factors that help learners to acquire English. The main affective variables that affect this process are self -esteem, language anxiety and motivation. Finally, we highlight the influence of cooperative learning and teacher interaction in developing the interpersonal skills of learner and his achievements.

Chapter Three

Research Methodology

Data Collection, Analyses, Findings and Recommendations

3.1 Introduction

The previous part of this dissertation was the theoretical part that sheds the light on the teaching profession in general, identifies the novice teacher in particular and introduces E.F.L teaching in secondary school. It is worthy to note that exploring the difficulties that novice teachers encounter in their initial year of teaching is a key to understand the educational system as a whole and develop it.

This chapter is considered as an empirical phase in this study that links all the previous points together. It includes the practical work that took place in the field. In fact, it emphasizes investigating the challenges facing novice teachers in the Algerian E.F.L classroom and includes the analyses of data that has been gathered through the use of a mixed questionnaire and a structured interview. Besides, it entails the interpretation of the responses and the results that have been achieved by the practical work.

In more clear words, this chapter attempts to identify novice teachers' common difficulties in teaching and learning how to teach.

3.2 Research Aims

The success of the teaching and learning processes is heavily based on teachers. Therefore, this study attempts to explore and investigate the most common problems that neophyte teachers in the Algerian E.F.L classrooms encounter during their first year of teaching. Moreover, in order to help and maintain those new comers to the field of teaching, this research aims to provide some pedagogical solutions that might help novice teachers solve these problems faced in practice.

This work intends also to shed light on novice teachers' experiences during their initial year of teaching and how they cope with the demands of the field in order to spot their obstacles to improve their teaching practice in general and to enhance the English language learning in the Algerian secondary schools in particular. This study entails also the roles that novice teachers, the Ministry of Education and the University should play for developing the educational system as whole including improving novice teachers professionally, enhancing learners 'learning and preparing student teachers with practical implementations for the requirements of teaching.

3.3 The Research Methodology

Lincoln (2003) stated, the researcher's choice of research method depends on the research questions. This study aims to investigate and explore the challenges novice teachers face in the Algerian E.F.L classrooms.. As Merriam (1998:9) states, the goals of a qualitative research investigation are ***"understanding, description, discovery, meaning, and hypothesis generating".*** Thus, in this study, qualitative and quantitative research methods were used.

This research was conducted in the form of a case study style. Yin (2003:3) defines a case study as ***"an empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clearly evident"***.

In other words, a case study is a research method that allows the researcher to get an in-depth investigation of a phenomenon, individual, or an event in order to understand its functionality and successes. It can extend experience or add strength to the existing knowledge through previous research. The case study has been used by researchers for a long time and has been applied in different disciplines. It has been widely used in social sciences as a qualitative research method to investigate contemporary real-life situations and has provided a foundation of application of ideas and extension of methods.

In fact, this study was conducted in both Bouchareb El Naceur (Sougeur, Tiaret) and Mustapha Chachoua (Albayadh) secondary schools. All E.F.L novice teachers in both schools males and females take part in the study with their varied teaching experience ranging from one year to five years. Also, they teach different levels (first, second and third years) with different streams both scientific and literary.

This study is conducted by the use of a questionnaire and an interview .The first one is designed to 10 EFL novice teachers while the second is administered to 3 EFL inspectors of different secondary schools. A questionnaire is essentially a structured technique for collecting primary data. The questionnaire is a research instrument for getting information on respondent social features, present and past behaviour, norms of behaviour or attitudes and their beliefs according to the topic under investigation (Bulmer, 2004).Interviews are very helpful for shedding light on the story behind respondent's experiences to uncover it and pursuing deeply for information around a

particular topic. Interviews may be useful to follow-up with individual respondents after questionnaires, e.g., to further investigate their responses (McNamara, 1999).

3.3.1 Participants

The participants differed according to each instrument used in data collection. For the questionnaire, the participants were selected from Tiaret (Sougeur) and El Bayed secondary schools, in Algeria. The sample was made up of 10 novice teachers who have been teaching at secondary school, more precisely five teachers from Sougeur s' Secondary Schools, Tiaret and the other five ones from El Bayed s' Secondary Schools. They have been selected as a purposeful sample to represent the population participating in answering the questionnaire. The average age of the participants was 27. They consisted of eight females and two male teachers.

All participants expressed interest and involvement in filling out the questionnaire. All of them gave their agreement to participate in the study. The participants were assured anonymity and confidentiality.

For the interview, the participants were three inspectors of secondary schools who evaluated novice and veteran teachers for years mainly from Tiaret, El Bayed and Algiers. This sample was chosen to serve the purpose of the present study.

3.3.2 Research Instruments

This research relies on using the following two data collection instruments namely; a mixed questionnaire for novice teachers and a structured interview for inspectors. They have been employed as   research tools in this study to serve as channels of investigation of the challenges that beginning teachers face into their early years of experience.

3.3.2.1 Teachers' Questionnaire

The aim of embracing this data collection tool is to identify the challenges that novice teachers encounter in the Algerian E.F.L classrooms, how they proceed to overcome the teaching problems and troubles they face and the recommendations they can give to the future coming novice teachers to overcome their obstacles and difficulties. For this purpose, a mixed questionnaire for neophyte teachers is administered to collect various views in a short period of time.

The questionnaire was distributed to 15 novice teachers via internet. Only 10 gave back their answers. It is composed of eighteen questions; five closed-ended questions and fifteen open-ended questions for a more elaboration beyond the question. The participants of the study were from two different regions (namely Tiaret - El Bayed) and have been teaching various levels which allow collecting different views the fact that this will give more credibility for the results of the study. The small sample of the study can be justified due to their unavailability because of the serious virus that the globe is facing; covid-19.

This study sets to explore the different challenges that novice teachers' face in their initial years of teaching in the Algerian E.F.L classrooms. The questionnaire is consisted of 18 items varied between closed questions and open-ended questions. The 18 items were categorized into four interrelated sections; section one is about participants' background information (personal data) while section two is about their teaching experience as newly qualified teachers (professional data). However, section three is about their challenges that they encounter in their first years of teaching and their preparation if they receive any. The last section is about any further suggestions or recommendations.

As part of their participation, participants were asked to answer the questionnaire, to tick the appropriate box, or make full statements when necessary. The respondents' reflections described what they experienced during their initial years of teaching.

3.3.2.2 Inspectors' Interview

The aim of embracing this tool is to investigate the challenges facing novice teachers in the Algerian E.F.L classrooms and enrich our dissertation with suggestions given by inspectors concerning the matters of neophyte teachers. Inspectors are field practitioners who have direct contact with teachers in general. Therefore, they are aware about novice teachers 'challenges in their initial years of teaching.

For this purpose a structured interview is administered to collect various views. The interview was distributed to 3 inspectors from (Tiaret, Algiers and Albayadh) via internet. All the inspectors answered back .The interview is composed of eleven questions varied between open-ended questions and closed-ended .There are four

closed- ended questions and seven open-ended questions in which inspectors make sentences and explain.

The interview was answered by three inspectors separately relying on their experience in the field .Qualitative data was collected through the participants 'answers of the interviews. The research questions guided the construction of the interview's questions. Also, specific in-depth questions are asked about participants 'experiences in high schools with novice teachers so far, in particular focusing on the areas where novices were facing obstacles. The small sample of the study can be justified due to their unavailability because of the serious virus that the globe is facing; covid-19.

Generally speaking, the interview was structured around four main themes: the link between university courses and the field of teaching, the different difficulties novices' encounter, and the extent to which pre-service training helps novices and any further suggestions or recommendations to novices.

3.4 Analysis of Teachers' Questionnaire

In the part below, interest is put on the presentation and analysis of the data collected via the questionnaire used in this study.

Part A: Background Information (personal data)

Item 01: Gender

Gender of Participants	Male	Female
Respondents	3	7
Percentage	30%	70%

Table 3.1: Novice Teachers' Gender

The great number of participants 70% were females and only quarter were males. Only (30%) of participants were males.

Item 02: Age

	Under 25	Between 25-30	Above 30
Respondents	1	6	3
Percentage	10%	60%	30%

Table 3.2 : Novice Teachers' Age

Most of the participants (60%) were at the same age ranging from 25 to 30 years old. Only (10%) their age was under 25 years old and 30% of them their age was above30 years old; this is may be of unemployment or they repeat many years at any level (university, secondary, middle or primary) or they didn't pass the national contest organized by the Algerian Ministry of Higher Education. As the results in the table, this diversity allows having adequate feedback based on different experiences.

Part B: Teaching experience (professional data)

Item 03: How long have you been teaching?
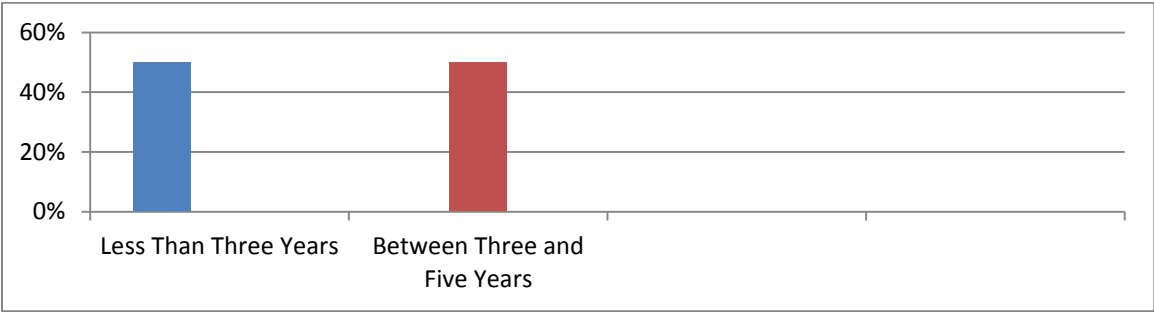
Graph 3.1: Teaching Experience

From the results obtained from the graph above, there is equality in the years of the teaching experience among participants. Half of the participants reported that they have been teaching English for one year to three years and the other half of the sample reported that they have been teaching English for three to five years; which means that they are all novice teachers in their early years of experience in the field.

Item 04: Are you…………teacher?
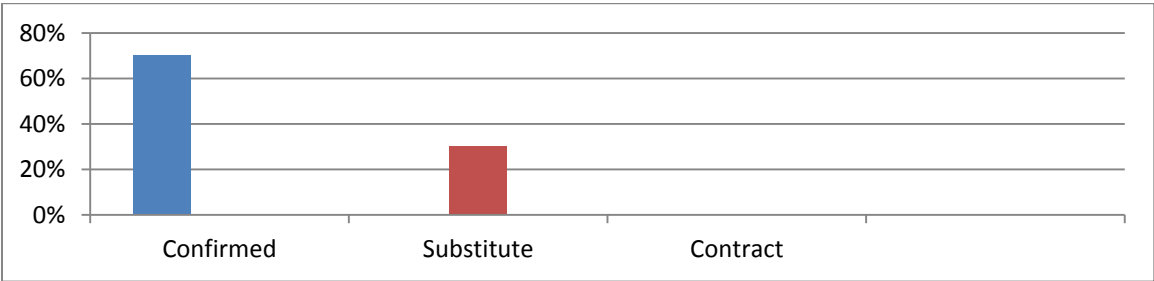
Graph 3.2: Novice Teachers' Status at the Field of Teaching

Almost all of the participants (70 %) reported that they are confirmed teachers; this means that their teaching experience exceeds one year .In other words, according to the Algerian school legislation, inspectors allow novice teachers' confirmation after

one or two of their inspection visits and when novices reach a teaching experience of ten months from the first date of appointment in teaching .Only few (30%) participants reported that they are substitute ones; this is due to the absence of some confirmed teachers for a number of reasons as female teachers' pregnancy period of three months , teachers' sick leave(making a surgery)…ect. None of them is a contract teacher.

Part C: Novice Teachers' attitudes

Item 05: As a novice teacher, what have the initial years of teaching been like for you?
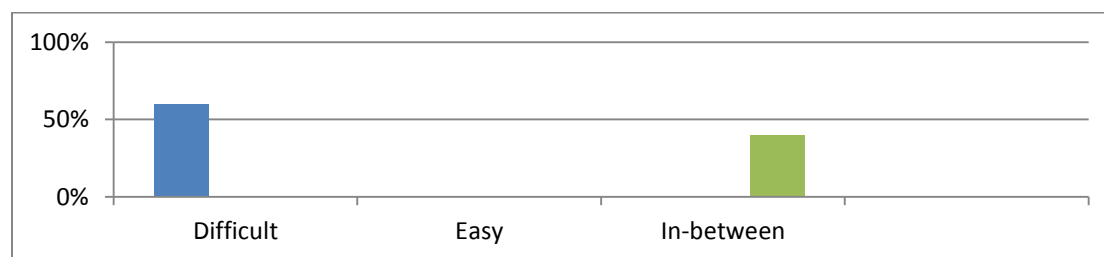
Graph 3.3: Novice Teachers' Description of Their Initial Years of Teaching

Over half of the respondents (more than 50%) reported that their initial years of teaching have been difficult for them as neophyte teachers. This means that novice teachers were struggling and facing many challenges due to a number of factors. For instance, novices receive only a theoretical training without its practical implications before their entry to teaching. Also, their shocked realities of the lived classrooms and difficult transition from learning to teaching i.e. they have not enough experience, sufficient background and the gap between the theory and practice. Despite this fact, other respondents (less than 50%) revealed that their initial years of teaching have been in-between the fact that reflects their strong will from day to day in the field. None of them declared that their initial years of teaching have been easy.

Part D: Teacher Preparation

Item 06: Do you attend teaching sessions of other teachers?

	Yes	No
Respondents	7	3
Percentage	70%	30%

Table 3.3: Novice Teachers' Attendance of Other Teachers' Teaching Sessions

The majority of participants (70%) respond that they attend teaching sessions of other teachers. This reflects the idea that novice teachers attend their colleagues teaching sessions to observe and learn especially that it is a compulsory attendance in the induction period. Also, novice teachers are young and seem to be open-minded willing to accept other teachers' pieces of advice. Only (30%) of the sample revealed that they don't attend teaching sessions of other teachers. This means that novices are left isolated; without getting support and help from the other teachers. Also, some veteran teachers believe that they are highly leveled so that they neither accept the idea that novices attend in their sessions nor share a little bit of their experience.

Item 07: Have you received training in your career?

Receiving Training	Yes	No
Respondents	6	4
Percentage	60%	40%

Table 3.4: Novice Teachers Receiving Training

In the item7, almost all the participants (60%) asserted that they have received training at the beginning years of their teaching career. This means that the Algerian Ministry of Education gives a valuable importance to new graduates as trainees. Psychologically speaking, to prepare them to start their teaching career with self - confidence, eliminate any ambiguity that hinders their thinking or ability to begin teaching and enhance the educational system. Forty percent (40%) of the participants respond that they don't receive any kind of training. This is due to the fact that they are substitute or contract teachers who replace only the absent teachers for a short period of time.

Part D: Novice Teachers' Challenges

Item 08: As a beginner teacher, what is the most difficult aspect about teaching today?
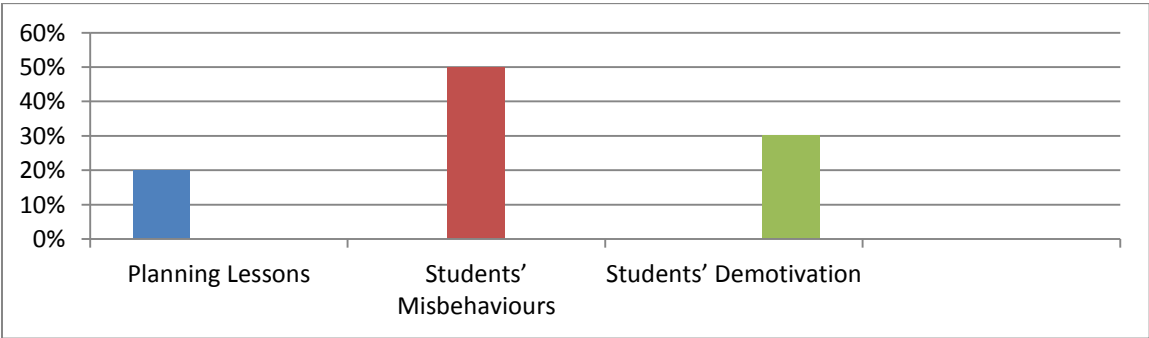
Graph 3.4: Novice Teachers' Most Difficult Aspects about Teaching Today

Nearly all the participants (90%) confess that they face different aspects in English-teaching today varied according to each individual teacher. The half of the sample (50%) declared that students' misbehaviours is the most difficult aspect about teaching today; this means that the majority of learners are disruptive and hyper active. This is due to the fact that they are: adolescents, trouble makers who want to attract their classmates' attention to have fun and waste time, of a low level of language proficiency even not having the basics from middle school. Also, students may have family problems like divorce, violent parents, orphans, poverty…ect. Moreover, crowded classes give learners the opportunity to speak with each other and make noise.

Other participants about (30%) declared that students' demotivation is their worst aspect about teaching nowadays. This reflects the idea that many students are: unaware of the importance of the English language as it is the language of communication and technology, dominant with the use of their mother tongue, influenced with the unemployed members of the society who have diplomas. Only few participants about (20%) respond that they experience difficulty in designing lesson plans. This means that teachers especially females and those who live far from schools have many responsibilities in which they don't have sufficient time to prepare lessons , are not familiar with planning lessons and lack materials to demonstrate the designed lessons.

From the above percentages, it is clear that regardless of the level they teach most of teachers experience many difficult aspects about English-teaching; most of these difficulties can be overcame through different procedures of teacher preparation.

Item 09: How do you view the school environment where you work and the individuals you work with?

The school environment where novices work and the individuals they work with	Supportive	Unsupportive
Respondents	4	6
Percentage	40%	60%

Table 3.5: Novice Teachers' Attitude towards the School Environment

The vast majority of novices (60%) reported that they view the school environment where they work and the individuals they work with as unsupportive. On the one hand, this reflects the idea that novice teachers are isolated and left alone as there is no peer collaboration or they are given the limited support. This means that there is a big gap with colleagues of the same subject matter. On the other hand, most teachers don't get sufficient support to ease the induction period (first years of any profession) from their school administration because staff and the principal care about teachers' absences or rumours and they put all their concentration in only controlling students' issues in the school yard as arranging the rows or asking them to wear pinafores .Also, they allow give absent students the ticket of entrance easily without inviting their parents. In addition, some teachers feel afraid from asking the headmaster or the colleagues because they think they ask silly questions or less confident.

Other respondents (40%) declared that they view the school environment and the individuals they work with as supportive. This reflects the idea that the school working conditions are good where there is cooperation, acceptance, and no hostility of sharing, involving and caring among teachers. Also, this reveals that administration is doing its job properly.

Item 10: With the teaching experience you have already accumulated, do you see yourself remaining in the teaching profession for the long term?

Remaining in the Teaching Profession for the Long Term	Yes	No
Respondents	6	4
Percentage	60%	40%

Table 3.6: Novice Teachers 'View about Remaining in the Teaching Profession

Sixty percent of the respondents (60%) show the view that they remain in the teaching profession for the long term with the teaching experience they have already accumulated. This reveals the idea that many novice teachers plan to remain in teaching until they are eligible for retirement benefits from the teaching job. Also, it is clear that they love their job, love the English language, and because of students.

Forty percent of the participants (40%) respond that they won't remain in the teaching profession. This reflects the idea that novices feel overwhelmed with teaching tasks because they are busy at home and school for paper work for hours especially at night, preparing and grading exams and tests sheets, text book adaptation and filling out school text books. Also, a lot of novices feel that they are undervalued and underpaid in comparison to the efforts they make.

Moreover, others feel that the stress and disappointments involved in teaching at the school where they teach aren't really worth it as the every year coming generations are less respectful ones. Teaching is a very difficult job that creates illnesses as mental diseases, troubles in the vocal cords and the spinal cord the fact that push teachers forward to leave teaching sooner.

Item 11: What are the challenges you've faced in your first year of teaching?

The Challenges	Respondents	Percentage
1. **Planning Lessons**	5	50%
2. **Students 'Misbehaviours**	5	50%
3. **Students' Demotivation**	3	30%
4. **Lack of Support From the Colleagues/Administration**	3	30%
5. **Low Level of Learners**	3	30%
6. **Lack of Experience**	1	10%
7. **Unpleasant Work Conditions**	1	10%

Table 3.7: Novice Teachers' Challenges

There are a lot of and various kinds of challenges novice teachers face as shown in the table above. Half of the participants (50%) state that they encounter planning lessons as a challenge, this is due to the fact that they have no idea about lesson preparation or no standardized sample of lesson plan .Also, they spent more than two hours at home for preparation because of tasks' selection and use of appropriate sources. Moreover, they teach different levels and streams with different syllabi assigned to them the fact that demands devoting a lot of time and efforts.

Another half of the sample (50%) reported that students 'misbehaviours is another major obstacle .This reflects the idea that most classes in Algeria are

crowded the fact that allow students to be noisy and talkative to disturb the teacher and the other classmates. Also, the new generations of students are indifferent about learning since they are immature and unconscious about the value of studying.

Quarter of the respondents (30%) declared that students' demotivation is a serious problem, this reveals that students are not motivated to study because of family problems, teacher-centered classrooms, no teacher or parent rewards, no parental involvement in students 'learning and negative image given about school .

Another quarter of the sample (30%) emphasis lack of support from the colleagues/administration .This means that novices suffer from the ignorance and the limited support if there is any from trainer teachers, colleagues and administration .Also, the majority of experienced teachers get bored from teaching so that they don't have any desire to share or give advice. Moreover, this is due to the unpleasant work relations between novices, their colleagues and staff.

Others (30%) face low level of learners as a big obstacle. This is due to the fact that there is no coordination or seminars organized between middle and secondary school teachers so that they highlight the gaps of learners and create the link for the students who pass to secondary school. Also, many learners rely heavily on teachers as the only source of knowledge without making efforts themselves as outdoors studying (going to libraries, reading books, searching). The most important thing for students is to get a mark or cheat to move to the other level.

Only few respondents (10%) respond that they face unpleasant work conditions (especially inappropriate tiring schedule). This means that the principal tends to satisfy some teachers on the behalf of the others. In other words, some teachers who leave far have tiresome timetable especially at 8 o'clock on week days and 17 o'clock on Thursdays. Very few participants (10%) declared that they lack experience. This means that novices need more practice in the field with the help of mentors and inspectors.

Item12: Why have you encountered such challenges?

Most of the respondents reported that they have encountered the challenges mentioned in item 11 because the students have many issues concerning the English language since they didn't get basics of English at middle school. Half of them

revealed that because of lack of training sessions, orientation and instruction from trainer teachers, they've faced so many challenges.

Very few participants of the sample said that they have faced those challenges because there is no monitoring that should have been the first and most important task of the inspector (almost no visits and one or two seminars at maximum per year full of theories, lecturing, and no creativity).Only few participants respond that they have encountered many troubles because they don't have enough experience and are not well prepared to teach. Others revealed that teaching large classes was the main reason of facing challenges in the classroom.

Item13: Why do some new teachers leave the teaching profession?

All of the participants respond that teaching is a challenging career. They believe that new teachers leave the teaching profession because they are overworked and overwhelmed with the teaching tasks that the profession entails with no chance for the teacher's personal life or rest. Others show the views that fear of failure, especially when faced with some stubborn students are the reason of leaving teaching. They believe that many new teachers suffered a lot from pupils' misbehaviours and failed to control their classes several times. Also, the participants believe that the absence of guidance which makes teachers feel lost and unable to excel is a strong reason that pushes teachers to search for another job. Moreover, bad working conditions and non-helping surrounding (staff and colleagues) allow new teachers leave the teaching profession.

Some of the respondents revealed that it depends on the teacher's skills and personal experience. In other words, maybe some teachers are not into teaching, so they try another work where they feel much more comfortable. Other participants believe that new teachers leave the teaching world because they failed to put all the theories learnt about teaching into practice (reality shock).Also, they see that the society is totally against the teachers especially the parents of students who are unsupportive to the teacher to do his/her work in a good manner. For instance, there is no parental involvement in their kids' learning and if anything happened they put the blame on the teacher as a failure.

Few participants believe that teachers need to work on the psychological side so that they can be patient and relaxed with every year generation. Other respondents of the sample believe that the weak personality of the teacher creates troubles and it is the first motive to leave teaching. Also, they see that new teachers leave because of the small salary they get in teaching in comparison to the efforts they do.

Item14: Teachers typically feel discouraged at some points in their first years of teaching. What about you? What helped you keep going?

Teachers typically feel discouraged at some points in their first years of teaching which is something too natural because the beginning is always the hardest part. The majority of the participants reported that the motive that helped them keep going and giving is their job's love including the love of the English language and how it becomes an international language and of building good relationships with students. Other participants gave strong reason to keep going teaching; for instance, they love to help students and facilitate their learning and felt that they could make a positive contribution to English learning in Algeria.

Some respondents respond that what helped them going to teach is the good preparation and self-motivation as working hard to prepare well organized lessons, being creative trying to select for the students good activities that might ease the task of learning for them. Quarter of the respondents reported that some students' motivation and their care towards learning the English language helped them keep going. In contrast, others gave less convincing reasons such as being licensed, to earn money because there is no job available and teaching is a female job.

Item 15: How did you proceed to overcome the teaching problems and troubles?

The vast majority of the participants declared that they consult with some competent colleagues that they trust their good visions to proceed to overcome the teaching problems and troubles they face .This reveals that there is cooperation among teachers. Other participants of the sample view that the good preparation is the key to succeed in the teaching process. They believe that the good management of time and designing good lessons with a careful demonstration are the ways they rely upon to proceed to overcome the teaching problems and troubles.

Few respondents reported that they try to motivate pupils, encourage them to study and to aware them about the importance and the opportunities they can get from studying English the fact that attracted their students' attention to learn and stay focused. Only few stated that a teacher is a researcher so they constantly search for new methods and techniques related to the field and to their own classes (learners 'needs) to overcome and cope with any problem they encounter. Few respondents reported that they analyze the problem carefully till they find solutions by themselves (patience).

Item16: Describe how you deal with students' misbehaviours.

The majority of the respondents reported that they always aim at building a strong contact with their learners, so they rarely face problems from such sort, if there; they start by talking to them, searching for the main reason and trying to solve the problem in a friendly way. Otherwise, for more serious problems, they consult the administration. Other participants of the sample respond that they always begin their class with icebreakers and team building activities in order to attract the students' attention and make them feel much more comfortable and eager to study.

Some of the participants reported that they call or invite the student's parents. Few of novices revealed that the students don't care about studying especially the weak ones so they punish them by reducing points from the test mark or from the continuous evaluation, and when it is difficult to deal with the situation they ask them to leave with a written report straight forward to the administration. Others respond that they give assignments to those kinesthetic students to do. Only few of the participants reported that they give them more attention and more care because they believe that a learner who misbehaves is surely seeking attention. They pretend like if his/ her misbehavior do not bother them.

Item17: Do you think that the administration and the colleagues play motivational and supportive roles in helping novice teachers?
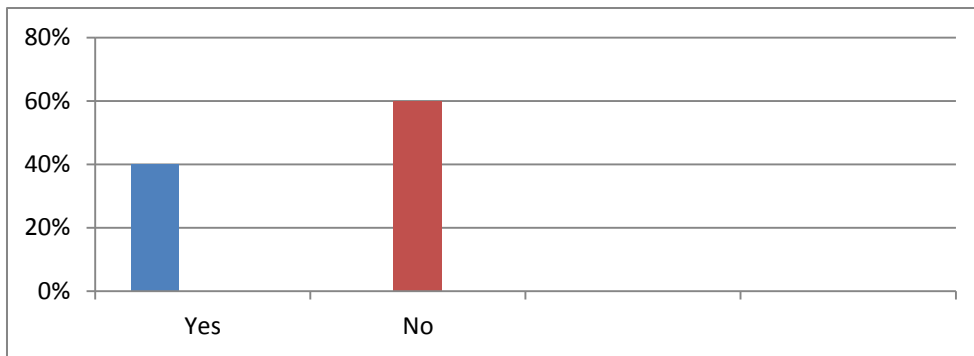
Graph 3.5: Administration and the Colleagues s' Roles in Helping Novice Teachers

The majority of the participants (60%) show the view that the administration and colleagues don't play motivational and supportive roles in helping them as novice teachers.

According to them, subject colleagues are the ones who offer help to novices. However, in the school the majority of colleagues are not very helpful and don't like to share. Also, colleagues see their help to novices as another tiring additive work.

For the administration, it may help in controlling learners' acts inside the school. In fact, the administration plays an unsupportive role because it doesn't stand beside novices when they have a problem with some pupils and do the procedure properly. Instead, the staff doesn't punish the pupils who misbehave and always blame neophytes as being unable to control their classes.

Forty percent (40%) of the participants believe that the staff and colleagues play motivational and supportive roles in helping them. This reveals that there is cooperation between the colleagues and novices. Also, this reflects the idea that the administration help novices by being positive, patient and never give up from the first problems that novices face when calling them to interfere, supplying him/ her with the materials to be used (data show- speakers….etc).

Item 18: What recommendations can you give to novice teachers to overcome their obstacles and difficulties?

The participants of this study gave as many recommendations as they could. To novice teachers to overcome your obstacles and difficulties you need to:

- Just do your work as you are supposed to do it and organise your time.
- Treat your learners as if they are your own sisters and brothers.
- Love your profession.

- Treat learners respectfully and equally and show them you care for them.

- Try your best to well-prepare and devote too much effort in the beginning of the career in order to have a good experience that will help you do much better later

- Contact experienced teachers and always develop your professional skills

- Be patient and serious.

- Never give up because if there is no pain , there is no gain

- Make limits between you and your students

- Don't mix between your job and your personal life

- Keep searching for new techniques and methods to overcome your obstacles and be up to date

- Attend other teachers 'sessions (supervision) and never miss any seminar

3.5 Analysis of Inspectors' Interview

In the part below, interest is put on the presentation and analysis of the data collected via the structured interview used in this study.

Item one: Do you think that university provides graduated students only with subject knowledge without the practical knowledge needed in teaching? Explain.

The university does not provide the practical knowledge needed in teaching to graduated students	Yes	No
Respondents	3	0
Percentage	100%	0%

Table3.8: Inspectors' Opinions about the Programmes Provided by Universities

From the table above ,all the participants express their agreement that university provides graduated students with only theoretical knowledge needed in teaching .They reported that throughout their visitations to neophytes, the majority of novices were endowed with knows i.e. theoretical founding tenets as regards methodologies, strategies and techniques, yet their effective implementation remains a hardship. Thus, the respondents deduced that the initial teacher training (ITT) is heavily based on mind -stuffing theory .They added that the mastery of the knows-disciplinary competencies- is not sufficient to warrant the interplay between theory and practice and vice versa

represents a necessary fro and back for the sake of trial and refinement, readjustment and re-trial.

The participants also said that theory without practice is handicapped, and practice without theory is blind. This means that the initial teacher training (at universities) could not bridge the gap between theory and practice which are mutually dependable on each other. All in all, it is amply recognized that ITT (at universities) does not meet the requirements of the current educational policy.

Item two: Do you think that there is a disconnection between university courses and the future requirements of teaching? Explain.

All of the respondents agree that there is a disconnection between university courses and the requirements of teaching. The three inspectors said that as regards initial instruction that universities dispense, it is worthy to notice that the disciplinary competences, though indispensible, are not enough for teachers to cope with the realities of the classrooms .They reported that novices may be frustrated once they are face-to-face with learners if they believe that those acquired knows are enough to succeed in their daunting mission. The deficiencies with respect to professional competences cause novice teachers 'deception at the beginning of their professional career ;they may burnout turn to be deskilled as quick as possible due to the blatant gap between these two types of competencies. Also, they show the view that some novices reach a high level of English proficiency but they can't teach at ease because they lack practical knowledge.

Therefore, this question reveals that all the participants assert that there is no link between the content of the university's courses and the lived teaching practices. This is because the learning activities student teachers engaged in were not analogous to those activities they engaged in as teachers.

Item three: Do you think that novice teachers have enough knowledge that allows them to teach successfully? Explain.

Novice teachers have enough knowledge that allows them to teach successfully	Yes	No

Respondents	3	0
Percentage	100%	0%

Table 3.9: Inspectors' Opinions about Novices' Knowledge about Teaching

From the table above, all the participants stated that novice teachers do not have enough knowledge that allows them to teach successfully. All the respondents declared that because whatsoever high-quality initial training could be, it can never enable teachers to respond to the requirements of the educational field and learners' needs. Differently couched, the classroom reality is a completely different situation that requires the synergy of various competences, which, in fact, should be learned rather than transmitted as recipes.

This question reveals that novices are not ready to teach because they lack experience and practical knowledge.

Item four: How do you consider novices 'teaching skills?

The three informants reported that according to what has been noticed in the field, novice teachers have disciplinary competences which do not, in most cases, permit them to function appropriately in their classrooms .Equipped with theoretical and bookish knows, these newly recruited /qualified teachers enter the new profession with high expectations and motivation which generally entail in deception and moments of survival.

Item five: What are the most shared difficulties that most novices encounter in English-teaching?

All of the three inspectors agreed that all neophyte teachers in their initial years face difficulties. Through their inspection, they noticed that there are similar /shared challenges between novice teachers. Nearly all the respondents reinforce that '' practice shock' is a shared problem that results in an over emphasis on controlling learners .This is due to the fact that novices receive insufficient preparation in the initial training .This means that when novices enter to their real classroom for the first time, they face unexpected situations that they have never dealt with or experienced

before. This latter is an inevitable shock that occurs when starting the teaching practice.

In addition ,the respondents agreed on another shared problem which is a "cultural mismatch/discrepancy" that causes novices to see diversity as a problem. Moreover, all inspectors mentioned efforts to finish tasks and planning and implementation of the syllabi content in accordance with learner level as other challenges to novices. This reflects the idea that the programme is heavy, too long and needs efforts as adaptation, selection of tasks, planning and implementation of the syllabi content in accordance with learners' level .This latter frustrated novices to hurry to cover it on the prescribed time. Sixty six of the participants declared that supervisor visitations are another challenge. This is due to the fact that novices feel afraid and lose their confidence under the scrutiny of observation. Finally, sixty six of the participants declared that adaptation to school culture is also a shared problem. This is mainly due to the fact that the administration and colleagues are not supportive.

Thus, throughout the probationary period or induction, neophytes experience similar hardships or obstacles that represent a heavy burden on them, generating pressure and energy-draining that it is never easy to cope with alone.

Item six: what novices' deficiencies have you observed during your career as an inspector?

According to the interview results, we can sum up novices 'deficiencies as follow:

➢ Inappropriate planning and implementation of the required contents.
➢ Satisfaction with the theoretical knowledge dispensed at the university which remains quite insufficient to manage the classroom.
➢ Conflict between pre-service training acquisition and its transfer into practice in the classroom practicum
➢ Pitfalls as regards pedagogical and didactic issues.
➢ Critical and innovative thinking, interpersonal skills, intra-personal skills, reasoned-decision making

This reflects the idea that all these deficiencies require much time to crystallize within professional development.

Item seven: what obstacles do novices generally declare?

Nearly all the participants reported that novices encounter different challenges vary according to each individual teacher. The majority of the respondents consider classroom management, learners' discipline / misbehaviour as a tough challenge that vexed the newly qualified teachers because of their Lack of experience and proficiency. This means that the failure of managing the classroom like the behavioral problems of learners is a serious obstacle that leads to the failure of demonstrating any lesson.

Also, all of the three inspectors reported that teaching large classes are one of the most difficult issues in Algeria that hinders both teaching and learning to all teachers especially to novices as they declared to their inspectors .This latter keep novices struggling and suffering to teach such large number of pupils.

Moreover, two of the participants view that lack of teaching materials is a serious challenge to EFL novices. It is logic that any teacher needs some materials in order to present the lesson in an appropriate way and avoid routine and boredom. However, the reality of schools is different where they don't supplement teachers with the needed materials .Hence; EFL novices find difficulties in facilitating learning to students.

Furthermore, two of the respondents stated that novices faced another challenge which is the absence of mutual help between administration, seniors and novices. In some schools, there is a kind of a gap between novices and seniors. Also, novices don't get help from administration. Finally, another sixty six added that the heavy programme is another challenge to neophytes. The curriculum must not be long or narrow. Also, concerning time management, much time is needed to be allotted to English teaching so that EFL novices can work at ease.

Item eight: Do you find that novices are able to manage their classrooms during their initial years of teaching?

Novices 'ability to manage their classroom during their initial years of teaching	Yes	No
Respondents	0	3
Percentage	0%	100%

Table 3.10: Inspectors' opinion about Novices' Classroom Management Abilities

All the participants declared that novices aren't able to manage their classrooms during their initial years of teaching. This is due to the fact that during such induction period, novices live survival moments facing set of hardships among which classroom management ,consuming time at the detriment of didactic issues. Also, neophytes are in need of a period of time to get accustomed to the new environment.

Item nine: As an inspector, do you think that pre-service training for neophyte teachers is crucial before they enter to the teaching profession? If yes, what do you expect to be included in this preparation?

Crucial receiving of pre-service training for neophyte teachers before entering to teaching profession	Yes	No
Respondents	3	0
Percentage	100%	0%

Table 3.11: Inspectors' opinion about   Pre-service Training for Novices

All the respondents agreed that pre-service training for neophyte teachers is crucial before they enter to the teaching profession .They justify their point of view by saying that the initial teacher training course, though heavily based on theory, is of utmost importance to enrich novices' insights on the founding tenets of knowledge, methodologies, strategies and techniques and their epistemological references as regards knows.

Also, they declared that what should be integrated, in their own viewpoint, is interplay between theory and practice, offering teacher-trainees the ability to practise theory and theorize practice. This reveals that pre-service training that interwoven theory with practice makes a strong contribution to the development of novices.

Item ten: What professional support do you find appropriate for novices to start teaching?

All the participants agreed that novice teachers do not only need a mentor, if the latter exists, but the support of the whole school community to overcome the hurdles of the induction period. They added also that administrative and teaching staffs and even parents are supposed to be at the disposal of these newly qualified teachers to guide and ease the matters of such daunting profession, because the success or failure of these teachers depends heavily upon this transitory period. Indeed, this period is said to be decisive for retention of teachers in the new profession; accompaniment, colleagues' scaffolding…ect are of prime necessity to eschew novices' attrition.

Item eleven: Along with your experience as a fellow teacher, trainer or being an inspector, what are the tricks that you can share with novices to improve their teaching skills to face any situation? What recommendations can you give to EFL novice teachers?

The three inspectors share the following   pieces of advice put forward to help novice teachers overcome the hurdles of the induction period.

➢ To regularly question their teaching, moving from survival concerns to strategies of coping with challenges, and finally to learners outcomes.
➢ The need for a self-training, assessing, reflecting and updating the knows, know-how-to-do, action research, remains compulsory
➢ Collegial work is one of sure devices to ensure teacher's professional development
➢ Approaching all staff of teachers is necessary, because isolation and loneliness are damaging behaviors
➢ Inviting colleagues to observe your performance can certainly help them identify their strengths and weaknesses which enable improve their classroom practicum.
➢ Doing so, novice teachers gain confidence and self-esteem, and shift from the mere operative status (syllabi implementers) to the creative, problem-solver and decision-makers, i.e., autonomous behavior.

➢ Novices should be career-long learners, eschew being satisfied with the existing knowledge.

➢ The INSET (in-service training) sessions should be seized as an opportunity to share different experiences, through interaction

➢ They should be empowered to take the risk, learn to observe and analyze, learn by doing and evaluate, etc.

➢ Reaching such professional development, which a lifelong process, entailing in autonomy, reflection and critical thinking requires undoubtedly a perfect mastery and insightful knowledge of the basic features of the foreign language

➢ The shift from the consumption of predetermined trainings by experts to active engagement

➢ Keep updated, because nowadays as all fields, especially the educational one, are sucked into ever widening horizon of knowledge, obsolescence takes its toll on teachers. In fact, what is modish (fashionable) today is garnish and bawdy tomorrow. What is novel today will quickly become jaded and outdated. Thus, a persisting need to keep abreast of what is changing and growing is more than a necessity to comply with the requirements in accordance to the educational system expected objectives and learners' expectations. A high-quality education can never be reached without teachers' willingness to perpetually change and adapt their teaching practices.

3.6 Interpretation and Discussion of the Findings (both of the questionnaire and the interview)

The goal of this work is to gather data about E.F.L novice teachers' challenges that they face in their initial years of teaching. Therefore, novice teachers' questionnaire included, in its first part, some questions that tried to elicit data about novices' description of their initial years of teaching, whether they receive training in their career or not and if they attend teaching sessions of other teachers or not . In the second part, the questionnaire tended to emphasize the challenges that novice teachers encounter, the reasons behind facing such challenges and how they proceed to

overcome them. In its final part, this questionnaire tended to sort out recommendations to novices to help them overcome their obstacles in their initial years of teaching.

In the first part of the questionnaire, over half of the respondents reported that their initial years of teaching have been difficult for them. In fact, according to novices 'responses, this description stems from the challenges that they were struggling and facing in their lived real life classrooms.

In addition, the questionnaire tried to know whether novices receive training in their career or no. Their answers indicate that almost all the participants have received training at the beginning years of their teaching career. This fact may lead us to say that although beginning teachers receive training, they still encounter many challenges. This means that they have received training of a few sessions based on theories. Therefore, one can suggest that neophytes need a kind of preparation that focuses more on the implications of the practical knowledge of teaching theoretical knowledge before starting teaching to ensure successful initial years of teaching to all novices.

Besides, in order to know if novice teachers are given opportunities to observe veteran teachers and be supervised by them to be prepared during their initial years of teaching, question 6 was aimed to discover if novice teachers attend teaching sessions of other teachers or not. In this regard, the majority of novices declared that they attend teaching sessions of other teachers, but they still struggle daily. This fact may lead us to say that maybe novice teachers failed to put into practice what they have benefited from their veteran teachers because they do not have the appropriate techniques to face classroom challenges. Therefore, one can suggest that with the continuous support of their mentor teachers such as providing novices with confidential feedback, techniques, strategies and methods to use, neophytes can do better to keep going in the field and overcome their challenges.

The second part of the questionnaire was devoted to the challenges of the teaching profession. Thus, a number of questions tried to gather data about novice teachers' faced challenges in their initial years of experience in the teaching field. Novice teachers encounter a lot of and various kinds of obstacles. Indeed, half of the participants state that they face planning lessons and students 'misbehaviours as their major challenges. Also, quarter of the respondents emphasis that students'

demotivation, lack of support from the colleagues and administration, and low level of learners are their serious faced obstacles during their initial years of teaching. Only few participants declared that unpleasant work conditions is their major encountered problem.

The obtained results demonstrate that classroom management, overcrowded classes, and learners' misbehaviour are the prominent challenges to novice teachers. This may lead us to say that the majority of the respondents do not know or use appropriate techniques and strategies to face their encountered challenges. Thus, it can be said that most of novice teachers' challenges can be overcame through classroom management techniques and strategies. Strategies such as; posting rules at the beginning of the year, giving a time limit for each task, writing instruction on the board, monitoring, maintaining an eye contact, preparing extra-tasks for quick learners, grouping and assigning roles to each student, think –pair- share, quit time as the teacher asks the student to change his/her seat, praising good behavior and contact with the student's parents, are so important for a novice teacher to use to lessen the challenges he/she faces and ensure students' learning and teaching practice.

As for the reasons behind facing such difficulties, novice teachers' responses show that the majority of the respondents think that low level of learners in the English language, lack of training sessions, the absence of monitoring and guidance of both trainer teachers and inspectors ,lack of experience , the gap between learning and teaching , overcrowded classes, a lot of teaching tasks, pupils' misbehaviours, lack of techniques and strategies, bad working conditions and non-helping surrounding (staff and colleagues) are the main reasons to all the encountered challenges during the first year of teaching. These results, actually, may lead us to give neophyte teachers a significant importance to help them face such challenges. In fact, reforms at the level of teacher preparation process are urgently needed to allow novices gain greater opportunities to learn better practical ways of improving themselves. More importantly, most of novices must be familiar with the different professional development procedures such as: arranging workshops and attending innovative seminars and meetings that may respond to their needs, help them overcome all what

hinders the teaching and learning processes and develop their teaching knowledge and skills.

As for how they proceed to overcome those troubles and teach at ease, the results indicate that the vast majority of the participants consult experienced teachers and the administration, spend more hours to design good lessons and keep searching and reflecting on their teaching practices. Certainly, one can say that asking veteran teachers and staff, good preparation and relying on searching are best ways that should be interwoven in a way that improves the teaching outputs and the learning outcomes.

The EFL teachers' questionnaire includes one question (item 17) about whether the administration and the colleagues play motivational and supportive roles in helping novice teachers or not. The results indicate that the majority of the participants show the view that the administration and colleagues do not play motivational and supportive roles in helping them. This provides support to question (9) where the vast majority of novice teachers in this study reported that they view the school environment where they work and the individuals they work with as unsupportive. In fact, many of them see that they suffer from the ignorance, limited support and peer collaboration contexts. This lack of support from colleagues and administration is a serious challenge that hinders the teaching and learning processes. Thus, one can suggest that colleagues and administration need always to stand beside novice teachers to provide them with sufficient help and encouragement for their professional development and the success of students and the school where they work all together.

In the final part of the questionnaire, EFL teachers put significant suggestions to novice teachers to help them overcome their obstacles in their initial years of teaching. In fact, many of them stress the importance of loving the profession, being patient, making efforts as keeping searching, planning and contacting experienced teachers to develop their professional skills and overcome their obstacles.

To enrich the findings of this study and complete the other research tool (the mixed questionnaire) through clarifying any misunderstanding, a structured interview was conducted with three inspectors.

The interview is composed of eleven questions, in the beginning, some questions tended to elicit data about whether university provides student teachers with

practical knowledge or not and whether there is a disconnection between university courses and the future requirements of teaching .In the middle of the interview ,the questions tended to gather information about novices 'skills , obstacles they face ,whether they are able to manage classrooms in their initial years of teaching and the point view of inspectors about training. At the end of the interview, inspectors are asked to provide data about any suggestions and recommendations to enhance teacher preparation in Algeria and help novices in the future.

All the interviewees asserted that university provides student teachers only with theoretical knowledge and ignores the practical knowledge. Also, they stated that there is a disconnection between university courses and teaching requirements. Moreover, the three inspectors reported that novices have disciplinary competences which do not, in most cases, permit them to function appropriately in their classrooms .In addition, nearly all the participants reported that novices encounter different challenges vary according to each individual teacher. The majority of participants consider classroom management, learners' discipline / misbehaviour, teaching large classes and the absence of mutual help between administration, seniors and novices as a tough challenges that vexed the newly teachers.

Besides, the interview tried to know whether novices have enough knowledge that allows them to teach successfully. All the participants responded that newly graduated teachers aren't equipped with practical knowledge that enables them to teach successfully. This is due to the fact that university failed to provide all the needed knowledge and skills for students teachers to start successfully the teaching career and that during the induction period, novices live survival moments facing set of hardships. Moreover, all the participants believe that, before starting teaching, a pre-service training and a kind of preparation that offer teacher-trainees the ability to practise theory and theorize practice are compulsory for novice teachers in order to get them closer to the realities of the field.

At the end, the interviewees provided suggestions and recommendations to enhance the teaching practices of novice teachers. They stressed the importance of questioning and reflecting on teaching regularly i.e. novices should move from

survival concerns to strategies of coping with challenges, and finally to learners outcomes. Also, they asserted that observing experienced teachers, inviting colleagues to observe their performance, collaboration with peers and keeping updated are keys to help and improve novices in their real life classrooms.

To sum up these views, novice teachers need continuous professional development to overcome their teaching challenges and compensate the missing practical knowledge implications that both university and pre-service training organized by the Ministry of Education were unable to provide.

According to the research's findings, we have identified that classroom management, overcrowded classes, learners' misbehaviour and lack of colleagues and administration support are the prominent challenges to novice teachers. In addition, the findings provide support that most novices do not have the appropriate techniques to face classroom challenges. Moreover, the research s' findings provide support to the prediction that teachers should rely on research studies, ask experienced teachers, and keep planning and reflecting on classroom instruction. Therefore, the research questions of the current study were answered and the hypotheses were confirmed.

3.7 Recommendations and suggestions

This last part of the study presents a series of recommendations, addressed to different partners in the educational process, that need to be taken into consideration in the future to help novice teachers during their initial years of teaching.

A/ To the Ministry of Education

Teaching is a domain which deserves all attention from the responsible of the state. The following suggestions focus on preparing novice teachers at the very beginning to ensure that they will overcome any faced challenge.

- Before graduation, student teachers should visit schools as trainees to attend sessions to observe trainer teachers as well as to teach in a real –life classrooms to make sense of the lectures of the university about teaching.
- Directly after graduation, teacher candidates to the teaching profession should receive a pre-service training based highly on practical knowledge.

- Novice teachers need one or two years of intensively supervised teaching. During this period, they should be regularly assessed by their inspectors and mentors by giving more feedback on classroom management and how to deal with diverse students.

- Schools should provide comfortable work conditions allowing novice teachers to work at ease and participate in high-quality professional development.

- Regular evaluation of the educational system and teacher preparation process need to be in parallel with the rapid changes of the world and the society.

- Materials design should be included both in pre-service and in-service courses to encourage teacher go beyond the English textbook for adaptation.

- Teacher trainers should be carefully chosen based on their high ability. They should be well prepared to hold this mission.

B/ To the University

The ultimate role of universities is to prepare students to their future professions through equipping them with the knowledge as well as the skills needed to fulfill approximately their duties.

- At the end of a programme, an evaluation of whether the objectives have been achieved must take place to test whether it taught what it sets out to teach.

- There should be coordination between university English syllabi designers, middle and secondary school teachers and inspectors for preparing student teachers to meet the real needs of the teaching profession along their five years at the university.

- Coordination between universities, high and middle schools to offer school based teacher preparation is needed.

C/ To Novice Teachers

Collaborative learning allows the teacher to move from being operative to creative, problem solver and decision maker. The following PD procedures ensure mutual sharing of different skills and experiences through interaction with different people to maintain the interest, creativity, critical reflection and enthusiasm.

Workshops, attending sessions with experienced teachers seminars and conferences, peer coaching, peer observation; keeping a teaching journal, analyzing critical incident and rating by students are example of PD procedures that can help novices during their initial years of teaching to overcome their challenges.

3.8 Conclusion

This chapter has been designed to include and describe the empirical phase of this study. Teacher learning is a process that takes place over time; it does not start and end with formal training or graduated education. High-quality university-based teacher education is necessary but insufficient. Teachers need regular opportunities to update their professional knowledge and skills which make them in charge of their own learning and development.

More importantly, this chapter is considered as an investigation of the challenges facing novice teachers in the Algerian EFL classrooms. In fact, it sought to emphasize the challenges that neophyte teachers encounter in their initial years of teaching and how they proceed to overcome them. Actually, chapter three checked to find out the appropriate and suitable professional development procedures that can help student teachers and novices to both start and keep going in the teaching profession.

Finally, this chapter entailed the analyses and the interpretations of the responses, the views, and the opinions expressed by both EFL novice teachers and inspectors. In fact, they put significant remarks and described their challenges about teacher preparation process and the learning of the English language.

General Conclusion

General conclusion

The ultimate aim of this study was to figure out the challenges facing novice teachers in EFL classrooms. The case of this study, EFL beginning teachers of both Tiaret and El Bayadh secondary schools, were expected to face various challenges in their initial years of teaching.

In order to study this issue, three chapters were drafted. The first and second chapters were the theoretical part associated with the following main themes namely, the nature of teaching, components of teaching, teaching skills of a good teacher, phases of teaching, purpose of teaching, novice teacher experiences in the first five years of teaching and qualifications habits of novice teachers and finally the importance of English as a foreign language in Algeria including both EFL teachers and learners. The third chapter was the methodological part in which we gave the reader information about the case study in hand, research methodology, research participants and instruments .Also, we provided the reader with detailed analyses of the results gathered from the research tools that were used; namely the questionnaire that was distributed to ten EFL novice teachers and an interview to three EFL inspectors of secondary schools. The participants answered the questions and gave their opinions and suggestions in the process of teaching and learning to draw a complete image about the difficulties facing neophyte teachers during their initial years of teaching and find out how they proceed to overcome them. By the end, recommendations were offered to contribute to the improvement of the teaching practices of novice teachers in Algeria.

From the results of this study the following points should be emphasized. Teachers have a major role in determining the success of the educational process. In fact, good teachers guarantee students' learning to a great extent. Based on literature reviewed in this study, teacher preparation process in Algeria is left without any evaluation. This delay in renewing the latter implies enormous challenges for novices during their initial years of teaching. Also, the transition from learning to teaching

situation is not an easy task and creates a reality shock to neophyte teachers. Therefore, a good preparation process is highly recommended.

In order to ensure the success of the renewal of teacher preparation process , novice teachers should be introduced to different procedures of PD to respond appropriately to their individual teaching needs and overcome their challenges. These procedures should start by pre-service training which must equip novice teachers with much practical skills to solve their tomorrow living teaching problems. In addition, novice teachers need support from their colleagues (especially their mentors), administration and inspectors. Moreover, it is worth mentioning that novice teachers must depend on their individual efforts, enthusiasm, making research and self – confidence to be able to overcome teaching obstacles. This can be achieved through reflecting on teaching practices (classroom instruction and keeping planning), video recording of their own teaching, conducting action research and keeping learning logs.

Ultimately, the present study encountered a number of difficulties. Because of coronavirus as libraries were closed. Also, we couldn't neither observe novice teachers nor meet each other   since schools and universities were closed. We have relied heavily on the use of the internet as a means of communication.

To conclude, novice teachers have flexible teaching practices which should be guided and supported from different participant in the educational process to help them move forward and teach at ease with less challenges.

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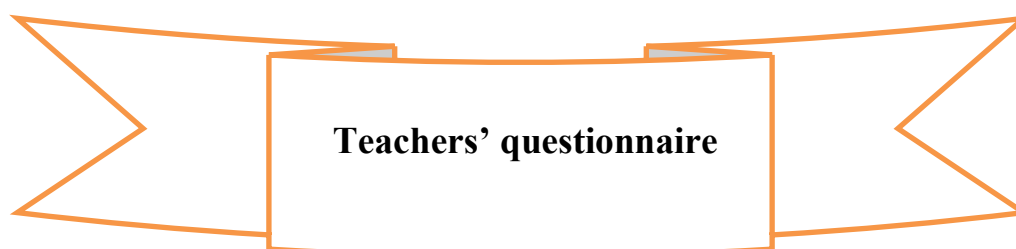Milwaukee, Wisconsin, United States). Retrieved from: http://epublications.marquette.edu/dissertations_mu/252

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Appendices

Appendix I: Teachers' Questionnaire

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Teachers' questionnaire

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This questionnaire is a part of research work. It aims at collecting data related to novice teachers. The main aim is to investigate the challenges facing novice teachers in the Algerian E.F.L classrooms.

You are kindly requested to answer the following questionnaire. Please tick the appropriate box, or make full statements when necessary. Thank you for taking the time to answer this questionnaire.

A/ Personal data:

1-Gender: please specify your gender

Male ☐   Female ☐

2-Age: please specify your age

Under 25 ☐   Between 25-30 ☐   Above 30 ☐

B/ Professional data:

-Teaching experience:

3-How long have you been teaching?

Less than three years ☐   Between three and five years ☐

4-Are you………….teacher?

Confirmed ☐   Substitute ☐   Contract ☐

C/Respondents 'reflection on their initial years of teaching

Everyone's initial years of teaching are memorable. Please feel free to answer the questions below:

5- As a novice teacher, what has the initial years of teaching been like for you?

☐ Difficult

☐ Easy

☐ In-between

6- Do you attend teaching sessions of other teachers?

☐ Yes

☐ No

7- Have you received training in your career?

☐ Yes

☐ No

8- As a beginner teacher, what is the most difficult aspect about teaching today?

☐ Planning lessons

☐ Students' demotivation

☐ Students' misbehaviours

9- How do you view the school environment where you work and the individuals you work with?

☐ Supportive

☐ Unsupportive

10- With the teaching experience you have already accumulated, do you see yourself remaining in the teaching profession for the long term?

☐ Yes

☐ No

11- What are the challenges you've faced in your first year of teaching?

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12- Why have you encountered such challenges?

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13-Why do some new teachers leave the teaching profession?

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14-Teachers typically feel discouraged at some points in their first   years of teaching. What about you? What helped you keep going?

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15-How did you proceed to overcome the teaching problems and troubles?

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16- Describe how you deal with students' misbehaviours.

……………………………………………………………………………………………

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17- Do you think that the administration and the colleagues play motivational and supportive roles in helping novice teachers?

◻   Yes

◻   No

If yes, how

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18- What recommendations can you give to novice teachers to overcome their obstacles and difficulties?

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Thank you for your cooperation

Appendix II: Inspectors' Interview

Interview for Inspectors

This interview is a part of a research work. It aims at collecting data related to novice teachers. The main aim is to investigate the challenges facing novice teachers in the Algerian E.F.L classrooms. You are kindly requested to answer the following questions:

Full Name: ………………………………

Institution: …………………………..

Teaching experience ….*Years*

Experience as an inspector …..*Years*

1. Do you think that university provides graduated students only with subject knowledge without the practical knowledge needed in teaching? Explain

2. Do you think that there is a disconnection between university courses and the future requirements of teaching? Explain.

3. Do you think that novice teachers have enough knowledge that allows them to teach successfully? Explain.

4. How do you consider novices' teaching skills?

5. What are the most shared difficulties that most novices encounter in English-teaching?

6. What novices' deficiencies have you observed during your career as an inspector?

7. What obstacles do novices generally declare?

8. Do you find that novices are able to manage their classrooms during their initial years of teaching?

9. As an inspector, do you think that pre-service training for neophyte teachers is crucial before they enter to the teaching profession?

   If yes, what do you expect to be included in this preparation?

10. What professional support do you find   appropriate for novices to start teaching?

11. Along with your experience as a fellow teacher, trainer or being an inspector, what are the tricks that you can share with novices to improve their teaching skills   to face any situation? What recommendations can you give to EFL novice teachers?

Thank you

Abstract in Arabic

الملخص

في كل عام يحصل الآلاف من المعلمين الطلاب (المعلمين المبتدئين) على شهاداتهم لبدء التدريس. ومع ذلك ، يترك بعض المعلمين المبتدئين عملهم في السنوات الخمس الأولى من حياتهم المهنية لأنهم يفتقرون إلى المساعدة ويواجهون تحديات مختلفة. لذلك ، تبحث هذه الدراسة في التحديات التي تواجه المعلمين المبتدئين في الفصول الدراسية الجزائرية للغة الإنجليزية كلغة اجنبية.وقد بحثت في كيفية تعامل المعلمين المبتدئين مع التحديات التي يواجهونها بشكل متكرر خلال سنواتهم الأولى من التدريس. بالإضافة إلى ذلك ، تستكشف الدراسة الحلول التربوية الممكنة التي يمكن أن تساعد المبتدئين على الاستمرار في مهنة التدريس. أجريت الدراسة مع عشرة معلمين مبتدئين للغة الإنجليزية كلغة اجنبية من ثانويات تيارت والبيض مع خبرة تعليمية لا تقل عن خمس سنوات وثلاثة مفتشين للغة الإنجليزية كلغة اجنبية في الثانويات من تيارت ، الجزائر العاصمة والبيض. استخدم الباحثون أساليب البحث النوعية و الكمية. تم إجراء كل من استبيان مختلط ومقابلة منظمة كأدوات رئيسية لجمع البيانات لتعكس اللحظات الصعبة التي يواجهها المعلمون المبتدئون وكيفية تقدمهم للتغلب عليها. تشير النتائج إلى أن المعلمين المبتدئين يواجهون عقبات مختلفة في التدريس، التخطيط، إدارة الفصول الدراسية، الصفوف المكتظة، سوء سلوك المتعلمين ونقص الدعم من الزملاء والإداريين في السنة الأولى من المهنة. وقد تم تأكيد الفرضيات المذكورة ، حيث ان إدارة الفصول الدراسية ،الصفوف المكتظة وسوء سلوك المتعلمين هي التحديات البارزة للمعلمين المبتدئين. أيضا ، معظم المبتدئين ليس لديهم التقنيات المناسبة لمواجهة تحديات الفصول الدراسية. يجب على المعلمين الاعتماد على الدراسات البحثية، سؤال المعلمين ذوي الخبرة ومواصلة التخطيط والتفكير في التدريس في الفصول الدراسية.

الكلمات المفتاحية: معلمون مبتدئون ، سنوات أولية في التدريس ، تحديات التدريس ، إدارة الصف ، حلول تربوية ، مدارس ثانوية في اللغة الإنجليزية كلغة اجنبية في الثانويات

Abstract in French

Résumé

Chaque année, des milliers des enseignants débutants ou stagiaires obtiennent leur diplôme pour commencer l'enseignement. Cependant, certains d'entre eux quittent leur travail dans les cinq premières années de leur carrière car ils manquent d'experience et font face à de divers chalenge .Par conséquent, l'étude examine les défis des nouveaux enseignants d'anglais comme langue étrangère dans les salles de cours algériennes et porte sur comment surmonter les difficultés qu'ils rencontre le plus souvent durant leur premières années d'enseignement et explore également les solutions pédagogiques possible qui pourraient les aider à continuer dans ce domaine. L'étude a été menée auprès de dix enseignants débutants d'anglais des lycées de Tiaret et Albayadh avec un maximum de cinq ans d'expérience pédagogique et trois inspecteurs de langue étrangère anglaise des écoles secondaires de Tiaret, Alger et Albayadh.Les chercheurs ont utilisé des méthodes de recherche qualitatives et quantitatives. Un questionnaire mixte et une interview structurée ont été menés comme principaux outils de collecter les données pour réfléchir les moments difficiles des enseignants débutants et la façon dont ils procèdent pour les surmonter. Les résultats montrent que les enseignants débutants rencontrent de divers obstacles dans l'enseignement, la planification, la gestion de la classe, les classes surpeuplées, le mauvais comportement des apprenants et le manque de soutien des collègues et des administrateurs au cours de la première année de la profession. Les hypothèses formulées se confirment. La gestion de la classe, les classes surpeuplées et la mauvaise conduite des apprenants sont les principaux défis pour les enseignants débutants. De plus, la plupart des novices ne disposent pas des techniques appropriées pour relever les défis de la classe. Les enseignants devraient s'appuyer sur les études de recherche, demander l'aide des enseignants expérimentés et continuer à planifier et à réfléchir sur l'enseignement en classe.

Mots clés: les enseignants débutants, premières années d'enseignement, défis pédagogiques, gestion de classe, solutions pédagogiques, écoles secondaires d'anglais comme langue étrangère.