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Discerning the Challenges Facing the Neophyte Teachers in the Work Environment: the Middle School teachers as a Sample

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment of the Requirements for the Master's Degree in Didactics

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DEDICATION

This work is dedicated to **my Father***, who always guided me and motivated me in my studies.*

To **my Mother** *for her whole hearted support throughout all my study.*

To my   sisters **Kheira, Aicha, Salima, Karima, Fatima, Khadra, and Chaima.**

To my brothers Aissa Mohamed *and* **Toufik**

To my friends **Anfel, Houda, Amel, Hadjer, Ghania, Amina ,Malika** and **Sihem** *and* **to** *all* **my colleagues.**

To **all people** *who helped me to accomplish this work.*

CHAMI ZOUBIDA

DEDICATION

To my beloved mother

To my father's soul

HACHLEF FATMA

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Abstract

The aim of this study is to discern the obstacles and challenges that may face neophyte educators in general and novice English teachers in particular at middle schools. In other words, we try to shed light on the performance and thoughts of novice teachers towards their teaching experience in the field of education. In order to achieve the above objectives, we use two instruments (questionnaire and interview) to collect data. The results show that all novice teachers face difficulties and challenges during their initial years of teaching experience, moreover they add that they face intense pressure because of life responsibilities, the latter may lead most of them to give up and leave the teaching profession. Thus, novice teachers should never leave their profession, instead they have to adapt to the teaching conditions.

Key words: Novice teachers, Work environment, Teaching, Challenges, English language.

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General introduction

Teaching profession is not an easy task especially when it comes to novice teachers. Neophyte teachers suffer from numerous teaching weaknesses due to the lack of experience in the field of education. The first years of teaching are well known as being the most challenging for new graduated careers. The transition from the teacher education institution to the real-life teaching setting has been characterized as a type of reality shock in which beginning teachers realize that the ideas they formed while training may not be appropriate for the reality they are faced with during their first year of teaching. Novices often do not feel adequately prepared for the challenges they face in their first years in the classroom.

In recent years, an alarming number of teachers are leaving the profession in the first three years after graduation from pre-service program. This phenomenon is common in the world and it is essential that educators identify the challenges surrounding new teachers and provide support to assist them. Teaching profession is a complex mission. It requires reading, study planning for instruction. A part from this instruction and planning; Teachers should know the subject matter and the characteristics of the student, lack of administrative support, inability to manage personal and professional expectation, limited teaching resources, lack of professional development difficulty handling behavior in classroom, in addition to the complexity and difficulty of teaching profession. Novice teachers generally face extra challenges such as lone lines and the state of being unexperienced, besides the classroom management issues coping with lesson plan, and the ability to cope with new environment. For that reason, the present research work will conduct a study to investigate the novice teacher's difficulties at the work environment, besides trying to know about the main reasons that led neophyte educators to leave the teaching profession and to answer the following problematic:

-What are the challenges that face the novice teachers in the work environment?

The researchers further ask two sub-questions in order to find answers to the problematic:

1-Why do some teachers leave the profession at the very beginning phase of teaching?

2- How is the teacher going to manage his classroom concerning learner's behaviors, reaching diverse students and lesson delivery?

3-What is the impact of the lack of training on the novice teachers?

These questions may lead to the formulation of the following hypothesis:

1- Various are the reasons that lead novice teachers to leave the profession, for instance the lack of support from colleagues and administration, novice educators may not have the experience in the way of dealing with students, besides that, novice teachers may face difficulties in balancing between private and professional duties.

2-The teacher may need the support of colleagues, mentor teachers and administrators within the school culture, in order to cope with the variety of challenges.

3-The impact of the lack of training on novice teachers may occur in their teaching performance, novice educators may lose control of their students.

This extended essay is shaped into three chapters. The first chapter is a literature review in which the researcher tackles the topic of the different challenges faced by novice teachers during the teaching tasks, taking into consideration the different obstacles faced them when they tried to adapt to the different aspects of real life teaching career difficulties, and to shed light on the different needs of the neophyte teachers. While chapter two deals with the notion of teaching English as a foreign language at middle school. Also, it talks about the issues of beginner English language teacher and the reasons that led the neophyte educators to leave the profession in the initial years of teaching career; furthermore it provides novice teachers with some solutions concerning the psychological challenges as well as the pupils' misbehavior. However, chapter three contains a description of the situation, sample population, and research tools, in addition to the analysis of the data collected from the research instruments used in order to find out a clear view w of the major difficulties that face the novice teachers during their initial years of teaching by asking novice teachers questions related to their daily teaching exercises.

Chapter one

Literature Review: Novice Teachers Work Environment
Introduction

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Introduction

  Novice teachers are those who have just been recruited by the ministry of national education and have commenced teaching in an educational institution. Here, teachers have the complex task of not only being able to successfully match the content of the teaching tasks, but also how to choose appropriate methods and techniques when it comes to teaching process.

   The new work-environment can be a serious challenge that influences their satisfaction with the teaching practicum and their commitment of the teaching career. The transition from the teacher education institution to the real-life education has been characterized as a reality shock. Undoubtedly, once they are in the workplace environment, novice teachers realize the big difference between the two phases mentioned above, when they are confronted to multifarious challenges in the real setting, viz. classroom management, time management, dealing with students with different behaviors, with different learning styles, lack of administrative support, inability to manage personal and professional expectation …etc. Novice educators often do not feel adequately prepared for the new challenges they cope with in their first year (s) of teaching. Furthermore, they suffer from numerous teaching weaknesses and face various challenges and obstacles, because of their lack of teaching experience and proficiency. The latter lead most of neophyte teachers to leave the teaching profession at the very early stages, this phenomenon is a common feeling in the world. In teachers' work, neophyte teachers find themselves in a radical shift from a learning position to a teaching position, the latter creates serious challenges, for example lack of experience, lack of support, new culture, and clashes between what is studied at school and real-life application...etc. There seems to be a common understanding that what is required from veteran teachers is also required from a novice teacher, despite the fact that novice educators do not possess the qualities of an experienced teacher, thus teaching profession, especially in the first stages, is for many a fight for survival.

Throughout the current chapter, the researcher will endeavor to provide an overview about the novice teachers' teaching experience, their adaptation to school environment, besides the main problems facing them during the first years of teaching.

Novice Teachers

The term ''novice'' has often been used in studies on beginner teachers. As Farrell (20012) states that there may be no precise definition of a beginner teacher in the existing literature. A novice could be anybody who is teaching something new for the first time without any previous experience in the field of teaching. Some researchers described a novice as a teacher with less than five years of teaching experience (Kim & Roth,2011; Freeman,2001). So, teachers who defined as novice educators are those who come from the training schools as students to the field of teaching as teachers.

1.2. Novice Teachers' Attitudes towards Teaching

The study of beginning teachers' attitudes is important because of the possibility that certain positive pedagogical attitudes developed during initial teacher training may be "*disowned by beginning teachers in the realities of the classroom''* (Marsh, 1976, p. 317.It is generally acknowledged that the beginning months of teaching can be a formidable and even painful ordeal for many teachers (Anstee, 1976; Hannam, Smyth &Stephenson, 1976;Lortie, 1975; Power, in press; Wright &Tuska, 1968). For this reason, the beginning teacher has been the focus in a number of key studies conducted recently in various countries (see Berliner, Fisher, Filby&Marliave, 1978; Tisher, Fyfield& Taylor, 1979**;** Ziechner, 1979). Also the recent Auchmuty Report has recommended that teacher education research should include ″longitudinal studies of the socialization of teachers, covering ... the early years of teaching, with particular reference to the acquisition of professional attitudes and values."(1980, p. 218). The present research is consistent with this recommendation because it represents one of the few existing studies of specific pedagogical attitudes among beginning teachers.

EdLace field and Mahan (1979) in terms of a cognitive dissonance model which their educational values "move towards" those of their schools order to reduce dissonance. Moreover, empirical studies (e.g., Campbell, Philp & Levis, 1977; Shipman, 1967) have shown that while training teachers' attitudes were similar to those held by college these changed after training so that the attitudes of beginning were more closely aligned with those expressed by the majority. Related research (Hoy, 1968; Jacobs, 1968; Marsh, 1976) has revealed beginning teachers have experienced declines in positive pedagogical, particularly those associated with classroom management and while some researchers on attitudes to classroom management and beginning teachers' attitudes to other equally important aspects of teaching is virtually nonexistent (Power, 1979). For example, although there has been considerable interest recently in individualized teaching approaches involving open or inquiry-based class-room strategies, Marsh (1976) notes that there is a paucity of studies of beginning teachers' attitudes towards individualized teaching. As a negative aspect of teaching, the stress that can affect the attitudes of novice teachers with new environment, new people and their relationships especially with their students because in these first years of profession they feel themselves depressed with these emotions to develop their proficiency. Stress strongly affects individuals' job performance, career decisions, mental health and physical health, as it can make an impact in their students' lives. So, the emotions can affect the attitudes of new teachers either positively or negatively.

1.3. Classroom Management Issues

Beginner teachers enter the teaching career with their previous experiences of being observers 'assistant tutors and/or student teachers. The change from university to that of a working person is difficult in all areas. In teaching profession a comprehensive and well-grounded in-service education programs should address problems ranging from classroom management, lessons planning, and instructional materials, human relation skills, laws and regulation governing the teaching profession (Mthiyane, 1989).Teachers consider classroom management as one of the most serious challenges that can be faced in the field of education. Classroom management is skill that can be gained through training and many years in the field (Bosh,2006).Classroom management is considered as the most difficult task for

novice teachers ,because they do not have any previous experience concerning the field of education ,so, they need support from other experienced teachers in order to make things clear and easy for them. Generally, novice teachers face difficulties with making classroom management decisions, as well as the ability to handle multiple tasks at one time making sense of the classroom management decisions ...etc. Classroom management is an integral part of teaching, the latter helps teachers to prevent students' problems, i.e., behavioral problems. Teachers need to master this skill through good planning, and good presentation of the classroom activities, and instructional materials, especially with current conditions in the classrooms; teaching and learning in smaller classes. 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 (Brophy, 1988; Johns, McNaughton & Karabinus, 1989).

As stated earlier, teachers play important and various roles in controlling and managing the classroom. So, if teachers do not know how to behave appropriately in such situations, it will lead to serious problems, novices here will find themselves leaving the profession.

I.3.1. Handling Behavior

It is somehow difficult for novice teachers to build a good relationship with students, and to control them in the classroom. It is a hard task for them, because through this stage the teacher can prove himself as a successful teacher. According to Holmes (2006), building an effective relationship with the students is an ongoing process, which cannot be done by following some generic recipe and adopting a few quick tips. Therefore, teachers are obliged to care about student's lives, create a good atmosphere inside the classroom, and to motivate them to learn, learn about their needs and interests, and to focus more about the individual differences and common behavior problems among students, these are the most frequently perceived issues.

According to Heyns (2000:86-87), many novices feel unprepared to handle classroom problems, perform routine tasks and make decisions. They struggle to develop styles of leadership consistent with school policies and that are responsive to student's needs .Instead of being focused and fixed on productive teaching , they exhaust their energy

on controlling student's behaviors, such as chattering, distraction engaging with mobile phone ,being bored by the lesson, eating snacks, chewing gum during the course and many other disruptive behaviors. Teaches struggle with the student's behaviors in the classroom, and that novice teachers are adversely affected due to the student's disruptive behaviors; therefore, they should be supported by experienced teachers by making some strategies, such as "peer coaching" this can be effective to improve the classroom management skills of novice teachers, and to reduce the problems that novice teachers experience when coping with the student's behaviors.

1.3.2. Lesson Plan

A lesson plan is a schedule that tells the teacher what to do in a specific time to a specific group of learners about specific lesson. Effective lesson planning is a real challenge for many beginning teachers. Planning and preparation are concerned with knowing how and what to teach; besides it is based on the knowledge of the teacher about the level of the students, and many other factors. Effective teaching can be done only with effective planning, so lesson planning is the key to successful teaching. Brittin (2005) stated that teachers are required to set up a learning environment in which students can learn effectively, and this involves planning materials, strategies and timing. A lesson plan is a document that shows what will happen in a particular timeframe (Whitton, Sinclair, Barker, Nanlohy & Nosworthy, 2004).Preparing a lesson plan helps the teacher to adapt to different classes, to achieve their lessons efficiently with the given time and provides a framework for methodology, ideas ,materials…etc. Generally, novice teachers find lesson planning difficult, especially because they do not know how to manage time during the process of designing the lesson, also they have to design an appropriate activity that suit the student's learning level, interests and needs, taking into consideration their lack of experience in the field. Previous literature indicates that novice teachers lack experience regarding planning and managing teaching activities (Nilsson, 2009), therefore, experienced teachers and novice teachers need to collaborate with each other to help pre-service teachers to prepare effective lesson plan, and to pay more attention to the novice teachers' preparation, because this will help enable them to develop their planning skills.

I.4.Transition from Student Teacher to Practicing Teacher

Novice teachers are new to work as teachers, their experiences provide the opportunity to describe how schools accommodate the transition from education to work (a well -known challenge in education) and how this is related to systems for professional development and support. As several possible explanations are offered concerning the transition of beginner teachers from being a student teacher to being a practicing teacher. However, the first year of teaching includes three major phases reflected in most carrier changes.

I.4.1. Phases of Carrier Development

The first phase is about the changes in the definition of one self. In this phase, novice teachers should be switched over from their position of colleague student to that a professional teacher. The process of teaching is complex and difficult. Regardless their situations and varied circumstances, all new teachers will forget dramatic experiences in their personal and professional lives they overwhelm into a teaching filled. Brock and Grady (1997) suggest that the behavior, dress and lifestyle of a novice teacher should be acceptable for teachers. Thus, new teachers have to be supported and encouraged buy they school administration to establish themselves as the new identity help them to be comfortable to do the role of a professional teacher as it is.

In addition to that, is the phase in which new teachers face a completely new situation , when everything can seem difficult, vague, unfamiliar and strange as it is the period in which the teacher have an immediate reaction when encountering the work environment for the first time, and trying to cope with new profession and develop themselves gradually, that means they help themselves to succeed as a teachers with playing the role of a the teacher with confidence as they did while they were student at school. Unfortunately, novices experience choking realities of being unable to deal with some problems such as relating with other people in the school and face challenges of teaching responsibilities. According to Berliner, it is not until the end of the third year (and start of the fourth year) of experience that many reach the level of performance that can be considered as competent practice. Research on this period often directs attention towards coping and control, the perceived opportunity to influence everyday work in school (Skaalvik & Skaalvik 2007, 2008,

2009; Yost, 2006) and understanding how coping, influence and control are related to burnout and stress (Friedman 1993; Friedman 2000; Friedman & Farber 1992; Gold 1985). Thus, novice teachers faced with the initial challenges of school life can perhaps be expected to have poorer, or to cope less well than their experienced colleagues. Issues of coping and stress are further related to turnover and occupational dropout (Grant 2006; Yost 2006). Thus, studying coping and novice teachers' workplace experiences and their reactions to them are of vital importance to the teaching profession. The third phase is about the problems in the interpersonal support networks of the beginning teachers faced during the first three years of training. According to Brock and Grady (1997:2-3), the transition from college to schools affects relationships with parents, friends and college lecturers. Many novice teachers do not only find themselves separated from their relatives and friends, but they also find themselves in situations where they have to make decisions without the assistance of their families and friends.

I.4.2. Exploratory Stage

Beginning teachers' transition from pre-service education to professional practice is totally different and challenging in all its aspects. Once beginning teachers enter the field of education they start struggling with both personal and professional problems. Research on new teachers identified two critical challenges in relation to how novices view their induction status: a 'practice shock' that results in an over focus on controlling students and a 'cultural mismatch' that causes novices to see diversity as a problem (Achinstein & Barret, 2004). When novice teachers enter the field, they experience an intricate transition from the teacher education institution to life in real classrooms and they do not receive any adequate support, as there are no specific new teacher induction programs to prepare them for the transition. So, they find themselves in a trouble, and begins to see that their roles are not clearly defined as change take place when they are going through a transition phase , and far away from usual support systems. Therefore, novices need ongoing assistance to guide them through the transition phase and to care about their personal and professional needs. According to Vail (2005:5), teachers who are supported and satisfied will do a better job of teaching than their discontented colleagues. Mentors can offer close assistance and ensure success in the first week by helping with classroom arrangements, making teaching materials available, being available to answer questions and clarify issues to

the novices, this will help them to stay more in the field. However, teachers who do not receive assistance, knowledge, training and support during their first year of experience may experience a sense of abandonment and confusion. Lundeen (2004) investigated what the perceived problems of new teachers in their first year were, how they changed over time, and what changes in their development were evident. The results of this study showed that there was a distinct struggle between the processes of caring for self as a developing adult in society and caring for the needs of students in their classrooms, this two struggling points are the major problems for novices, and they do not know how to deal with those important things.

The literature reviewed globally indicated various problems of novice teachers 'adaptation challenges in the new filed, i.e., the school working setting. It is obvious from their novice status that they need to become familiar with their own school (mentor teachers and their own students), they need help to get used with the new situation and to overcome the stress of the job.

1.5. Problems Faced by Beginner Teachers

The Beginning teachers faced a great number of problems in the first year of their professional career. The purpose of this study is to not only investigate the beginning teachers' first year problems, but also to find out the needs of new teachers during the transitional period because they undergo a difficult transition from being student teachers to professional one. According to Brighton (1999), a lot of new teachers start their profession with perfect ideals, high hopes, energy and a determination to be effective facilitators of their students' learning. To conclude, that the majority of teachers entering the profession are highly motivated at the beginning of their career; however, being motivated cannot eliminate some difficulties for beginning teachers. That means, novice teachers need some supports to face and solve those problems as well as challenges.

1.5.1. Personal Needs

The first years of teaching are especially stressful as beginning teachers face the emotional challenges of adapting to a new workplace and new colleagues. At this

emotional time, more experienced colleagues can play an important role serving as a sounding board by offering advice to help reduce stress. Novice teachers also need help in knowing how to approach new tasks, solving specific problems that crop up in their teaching and deciding what goes on in the grade book. In accomplishing these tasks effectively, experienced teachers need to guide them, share unwritten expectations associated with tasks in a given school, district or state (Britton, Paine & Raizen, 1999).

Joyce and Calhoun (2010) state that an experienced teacher who acts as a peer coach for an inexperienced teacher performs five functions: (a) companionship, discussing ideas, problems and successes; (b) gives technical feedback, especially related to lesson planning, classroom management and observation; (c) analyzing of application, integrating what happens or what works as part of the beginning teachers' repertoire; (d) adaptation, helping the novice teacher adapt to particular situations, (e) personal facilitation, helping the teacher to feel good about oneself after trying new strategies. (Lieberman and McDermott, 2011, p.105) argue that:

> *Novice teachers need the feedback and encouragement*
> *experienced teachers can provide. Peer coaching or induction*
> *is gaining support as an effective supervisor tool. Assigning*
> *experienced teachers to guide and a support novice teacher*
> *provides valuable professional development for both novice*
> *and experienced teachers.*

Danielson (1999) found that assigning experienced teachers to guide and support novice teachers provide valuable professional development for both new and experienced teachers.

Fessler (1995) offers that personal and environmental factors influence how a teacher handles the challenges presented. Personal factors include family support (or lack thereof), positive critical incidents that offer security including mentors and induction programmed, crises, individual dispositions derived from values and experiences, as well as personal interests and life stages. Likewise, influencing environmental factors are the organizational environment, school regulations, the administrators' management style, the public's trust, societal expectations, and professional organizations and unions.

The process of induction is striving to meet novice teachers' variety of needs and towards helping them to realize self-actualization. Novices' needs should be seen against the background of Maslow's theory of self-actualization. Induction as a holistic process meets the personal, social and professional needs of employees, the teachers in this case (Heyns 2000). Teachers' personal and social needs include the need to feel safe and to be backed up, to belong and to be free from isolation, to feel assured and for their views to be accommodated and recognized. Neophyte teachers often feel left out and not seen as complete teachers. The induction process helps to promote the self-esteem of novice teachers to become involved in actual teaching.

I.5.2. Personal Support

This support is to help the new teachers develop their identity as a teacher. Also, in the first months and years in the profession have to survive several professional and personal challenges. Research reveals that novice teachers face several problematic situations as they make their first steps in the profession. This can lead to a loss of self-confidence, the experience of extreme stress and anxiety and can cause the teacher to question her own competence as a teacher and a person. An induction phase can support novice teachers in this stage of survival and help them to develop their personal teaching profile. New teachers on induction program generally report increased feelings of competence, motivation, belonging, support and attention as a result of their experience in the program. This is a step towards enhancing teachers' self-confidence and avoiding drop out. To create this personal support, several elements are important.

• **Support from Mentors and from Peers**

Contact with other beginning teachers can be helpful, as it can show that the problems that the new teacher faces are not unique; this kind of support provides 'realistic' solutions to help beginning teachers to cope with practical problems, as they come from mentors or peers.

• **Safe Environment**

It is essential that problems and feelings can be discussed   without the risk that they are used to judge one's professional competence. They could be discussed with peers or with a mentor who is not responsible for the assessment of the teacher or for decisions about renewing contracts etc.

• **Reduced workload**

For beginning teachers all their lessons are new and need careful preparation. Together with a lack of experience this can create a very heavy workload which can strengthen feelings of incompetence. Beginning teachers can be supported by reducing the number of their teaching hours (without reduction in salary) and / or by support through team teaching or co- teaching.

Mentoring is the establishment of a personal relationship for the purpose of professional   instruction and guidance. In education, the value of mentoring has been recognized in the use of teachers and other professionals as a relationship between an experienced and a less experienced person, in which the mentor provides guidance, advice, support, and feedback to the protégé (Haney, 1997). Additionally, it is a way to help new staff learn about governmental background, facilitate individual and career growth and development, and increase opportunities for those customarily hampered by organizational barriers, such as women and teachers of color.

To conclude with, all those kinds of personal support for beginning teachers have great importance to solve some problems and face new challenges to cope with the new environment. And even help them during the transition period from the student teacher to that professional one easily.

1.5.3. Professional Needs

Novice teacher faced challenges in the teaching profession in schools today required them to play a more progressive role to develop their profession. They need to find opportunities to express themselves and take the initiative to promote the teaching profession. Programs involving novice teachers has been designed. School management also needs to make these novice teachers as an important focus and not

to lose sight of their needs. Professionalism in teaching should be a priority in the career planning of each teacher. The challenges faced by teachers today and future were still increasing.

The professional development of teachers is a process of improving the teaching skills, besides the way how to cope with the new life school setting for instance: student's learning, time and classroom management and so on. Generally the trainee's evaluation is done both at the beginning (with a view to identify training needs and at the end of the training course to identify the changes. Evaluation sheets and self-evaluation tests furnish comprehensive information concerning further enhancement of training methods, than trainees pass tests in psycho-pedagogy, school curriculum information, technologies and educational management, thus it is noticed by previous researchers that there are no programs designed especially for novice teachers' professional development, the fact that this point is very important for the future career of the novices, because it enhances the teaching-staff of improvement and it will affect the students' learning and school achievement, thus teachers need to engage in a various processes of preparation and to upgrade their skills and themselves as autonomous learners. That encourages them to achieve professional growth and to respond adequately to student's needs.

Novice teachers, especially those who are in their first years of teaching career, generally feel a need for veteran teacher's help that can better help and equip them for the institutional needs, expectations, and challenges as well as meeting their own professional development. Unavoidably, they experience disillusionment and inability to cope with the countless daily demands of teaching without any help from their colleagues. Focusing on the same issue Killeavy (2003:16) states that beginning teachers do not want to be left alone. Novices generally work alone, and they face all the amount of responsibility at work alone. It is often said that the challenges of such a situation provide excitement; in fact the opposite is true. Teachers feel uncertain, anxious and frightened to work alone without support and guidance from veterans (Ballantyne, 1992:360-366). Novice educators are sometimes overloaded with activities they cannot keep up with, and they find teaching stressful and tiring. Besides teaching, they were also expected to perform other tasks like providing pastoral care, being subject teachers, sports masters and class teachers (Flores, 2001:136). The complex nature of teaching profession, the recently rapid and the

substantial social changes and major reform in education are the reason why teachers need support to be well-prepared before entering the school life setting.

1.5.4. Adaptation to School Environment

Novice teachers' step into professional life from graduation might be worrying, because they are trying to adapt to a new teaching profession, stand in front of students with different behaviors and dealing with new colleagues. The first phase is the immediate reaction that teachers have when encountering work for the first time during this phase, which lasts from the first few weeks and months through the first year everything can seem unfamiliar and strange (Cain & Brown 1998; Ginns& Watters 1996; Onofowora 2005).Novice educators face many challenges as they attempt to adjust to new school environments, including adapting to classroom routine. The process of transition involves conflicts and shock (Beijaard &*al*., 2005; Flores, 2006; Veenman, 1984). Veenman (1984) refers to this process as a reality shock or transition shock, when novices discover the harsh and the rude reality of everyday classroom life as different from what they had experienced during the teaching practice. Performing difficult tasks and negotiating the problems of interpersonal relationships with classmates and teachers let to neophyte teacher's feeling overloaded. Some teachers lack coping mechanisms like dealing with stress in the work environment, many factors contribute to this stress like isolation, loneliness, low self-confidence, working conditions and so on. Many new teachers further complained of receiving inappropriate treatment from the educational department officials although novices rarely know what is expected of them, what is permitted and what is not (Sabar,2004;Schulze &Steyn,2005). They mostly find themselves being involved in almost all activities at school and take on much of the work of the disengaged teachers (Fataar &Paterson, 2002).

Novice teachers are often left alone with their challenges in their work; with new culture and with different expectations to what they learnt in the training phase. The way of organizing work in schools is a big challenge for novices, they are expected to perform tasks as their experienced colleagues, and they generally still have a ways to articulate their own needs to their experienced colleague. The novice teachers 'ability to cope with their work should be considered a collective responsibility in schools

rather than the fate of the individual teacher, thus a climate of collaboration is important for novice teachers' teaching experience

Conclusion

This chapter was the theoretical part of this research work. It aimed to analyze the related concepts like the problems that faced novice educators in the work environment, such as the classroom management, handling behaviors, lesson plan and so on. It also attempts to examine the major problems and challenges that novices are suffering from. The upcoming chapter will be about investigating the problems of the novice teachers in the Algerian society.

Chapter Two

The Context of the Study: Investigating the Problems Facing Novices in Algerian Middle Schools

Introduction

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Conclusion

Introduction

Middle School education is the second stage in the educational system wherein the learner witnesses many physical and psychological changes. The new educational environment affects the learner and the novice teacher as well. Novice teachers find themselves in front of too much efforts and time demanding daily tasks, for which they have not been prepared beforehand. In fact, they have to deal with easily-bored, self-searching and authority-resisting teenagers. It is generally acknowledged that novices suffer from many teaching weaknesses because of the lack of experience in the field of education. During the first years, being considered as a critical period in their career, they need support, especially to cope with issues in connection with adolescent learners' behavioral aspects, and the workload requirements and pressure.

II.1. Current Teacher Training and Professional Development Situation in Algeria

The current Algerian Educational system needs to take into consideration the level of neophyte teachers. They need to be introduced to the professional development programs, because they are dealing with future Algerian citizens and they represent the Algerian society; Algerian students, whose educational success or failure affect deeply the future of Algeria. It is obvious that the quality of teaching needs constant teaching training programs in order to improve the professional skills. In the Algerian educational context, universities do not provide novice future teachers with professional development programs, that is why novice teachers lack competence in the subject matter. Some of the novice teachers at middle schools claimed that they usually do not know how to pronounce words correctly and commit grammatical mistakes. This would be a sign of the failure of the educational system. Hence, teachers should be regularly assessed to ensure that all teachers possess the skills and knowledge needed to improve student's learning. Future student teacher and beginner teachers find themselves in need to prove themselves.

Some teacher training and professional development programs can be prepared and organized by some independent agencies. The British council in Algeria, for instance, organizes annually some interesting events to inform the neophyte teachers about new methods, strategies/techniques in teaching different subject-matters. It also provides them with the practical and up-to-date insights that might help them in their teaching practices. All these attempts are still insufficient regarding the level of teaching in Algeria. Algerian Educational Institution should provide the favorable conditions to improve teaching, such as allowing future student teachers to experience teaching in real context. This procedure can enhance the level of future student teacher in a variety of ways, for instance: dealing with students, acquiring an experience on managing classroom effectively, and effective warm-up in lessons.

Algerian universities, the Algerian Teachers' Training Schools/Colleges provide future student teachers with some kind of teaching training. This teaching training starts first in classroom with students (would-be-teachers) learning different subject matters related to teaching. It takes the form of the necessary knowledge transmission, skills and competence improvement, and so on. In such educational institutions, students of English, for instance, are taught subjects that will help train them in mastering the language as a whole, designing courses, establishing goals and learning outcomes in lessons, raising their awareness about the importance of developing competence and mastery of knowledge in subject matter areas, learning the different methods and strategies used to teaching and so on.

The Algerian ministry of education and the ministry of higher education can help establish national and/or regional council(s) made up of experts in respective fields and levels of education to prepare training programs and collaborate with schools and universities to reach a shared goal, which is refreshing and improving the level of the Algerian education through quality teaching and learning. The teacher is not the first and the only person to be blamed for that because all this is a direct reflection of the educational policy, politics and ideologies which control education at all levels. Therefore, teacher training and professional development are of crucial importance since they call for a lot of serious efforts on the part of teachers, schools, universities, stakeholders to collaborate together and to consider

teachers' training and their professional development more carefully as an educational priority in Algeria.

II.3. the Genesis of Challenges Facing New Middle School Teachers

Neophyte teachers start their career with high motivation and good expectation for themselves and the learners. But it is not an easy task because most of them face several problems that lead them to leave their job. Many studies have found that 40-50% of novice teachers will leave their profession before they reach their fifth year of teaching (Heather, 2013: 01).Furthermore, a study by Ingersoll and Smith (2004) showed that (15%) of novice teachers leave their work and others (14%) change their place of work after their first year of teaching. Moreover, according to Ingersoll and this myth that happens as a result of feeling overwhelmed, ineffective, and unsupported (as cited in Goodwin, 2012: 84).Precisely, there are three principal sources that may give rise to challenges facing new middle school English teacher ;which are:

II.3.1. The Teacher

In Algerian schools, the English language teacher has many responsibilities. First, he is the principle source of language speaking. For that reason, the teacher plays the vital role in determining the success of the teaching and learning process. Thus, the lack of professionalism may lead teachers to fail in their task, especially when it's come to the beginner ones. Many of the beginner teachers are claimed about many teaching weaknesses because of their lack of teaching experience as well as the lack of training. That weakness is the rise to several teaching obstacles and issues which are considered as crucial impediments to a successful teaching process.

II.3.2. the Context

The second source that may give rise to many teaching obstacles is known as the context. The absence of a supportive work context can create difficulties for teacher

development and change-based initiatives. In this aspect, principals need to be pro-active in their creation of psychological conditions within their schools. The teaching context includes anything in the surrounding environment that influences teaching and learning process. Because of the adverse context as well as the lack of experience to cope with teaching challenges such as; the classroom which should be cleaned, lighted, include a clean black board, and some beautiful and educational images. Moreover, it should include clean desks and chairs with a suitable arrangement. That factor can affect positively on the physical and psychological state of the teacher, and help him to establish a successful teaching atmosphere. Accordingly, the majority of teachers in developing countries like Algeria are complaining about that bad classroom conditions, like: dirtiness, hot weather, old and dirty black board....etc. Such bad classroom conditions lead the teacher to face various teaching problems. Likewise, many teachers suffer from the lack of materials to teach a language like the board, chalk or pen, text books, dictionaries, pictures and images, overhead projector, English short stories, head phones…etc. ,which can facilitate the teaching-learning process. Actually, Algerian teachers are complaining about the absence of those helpful aids for an appropriate explaining process as enjoyable understanding for pupil. Lastly, the level of the learners can also be a problem in the teaching context, because of the different levels of learners in the same class, that task can give rise to teaching problems. Thus, the teacher should be smart to cope with this situation to avoid its negative outcomes.

II.3.3. the Curriculum

The third source of challenges facing new middle school teachers is the curriculum. It refers to the knowledge and skills learners are expected to attain. The curriculum also functions as a guide. The bad planning and designing of the teaching curriculum lead the teacher to face many teaching challenges, and influence the pupils' level negatively. So, curriculum designers must take into consideration the programs objectives and knowledge the learner needs to learn in order to design an ideal curriculum. Moreover, the curriculum must not be too long, also it has to be helpful and interesting rather than boring. Thus, we can arrange the

sources of teaching challenges under three main categories which are: the teacher, the context, and the curriculum.

II.4. Teaching Challenges in Algeria

Nowadays, there is a general feeling that the teachers do not have satisfactions in their jobs. Novice teachers are new to the teaching profession and the school environment; they are facing unpredictable situations where their works as well as they are judged by others.

There are a number of personal, environment and the professional factors that sometimes conspire to make the first year of teaching difficult. Everything is new for novice teachers such as things to do on the first day, students, interests, resources and so on. Are there reefs in ultimate number of questions waiting for the answer in the mind of novice educators, such as: "what should I teach?", "how should I evaluate the students?", "what are the expectations of the principals…etc, these and similar questions cover many topics, such as: program, instruction, evaluation management and school culture (Feiman- Nemser, 2003). Teachers in Algeria face different challenges, for instance: too many students (crowdedness), many hours (workload), problems of payments comparing with developed countries, the way the community view teachers (society' s disrespectful consideration), lack of technology (ICTs) and lack of supervision (accompaniment). Dealing with students is the most difficult task for teachers. They work daily with learners, besides coping with numerous interruptions, learners' absenteeism, and those with special needs. Most of the teachers cannot neither interact with the learners, nor motivate them for learning.

The difficult task for him/her is to motivate his/her learners. The main motive behind learning for the majority of learners is only for getting a job in the future, not for the sake of knowledge itself. They, generally, show a total disinterestedness towards the taught subjects. It is really too hard to convince them, because no other reason can be found. In fact, it is acknowledged that they are right, simply for the reason that we live in Algeria.

One teacher said that the initial phase of my experience in teaching has been difficult undoubtedly. This is due to lack of experience and interaction with

colleagues and stuff development coordinator, in fact a coordinator should have to play his/her role as much as he /she can to support beginner teachers, showing him/her all the learning techniques and methods that help to present or give the lesson in the appropriate way. Unfortunately most of the coordinators don't play the role well…maybe because of jealousy, lack of performance, language paroles, lack of pronunciation…etc. For that reason, teachers need programs to make them able to cope with the difficulties that face them in the domain of teaching for example, teaching education program, the latter is a program related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein; it refers to both pre-service and in-service programs which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher career development (UNISCO, 1990, p. 02). The program helps the teachers to become better informed about their job. It covers both pre-service preparation phase and in-service phase, i.e., after the preparation phase, it encourages teacher knowledge and understanding. Furthermore it serves as a roadmap for the future job of novice teachers so that they will be able to deal with the difficulties of the teaching carrier.

II.4.1. Balancing Work and Home Life Responsibilities

The beginning of the school day is a challenging time for teachers. Novice teachers often leave the profession, because of the pressure that they experience in the workplace. Neophyte teachers cannot balance between school and personal life responsibilities, because they lack experience in how to manage time this challenge considered as the major concern among all. The challenge of the time management factor came repeatedly, in common with numerous research studies of novice educators, e.g.: Corrie, 2000; Griffin & al., 2008; Fry, 2009). One of the interviewed teachers feel that the work-life balance is very difficult to achieve and this leads him to leave the profession.

Well, I love teaching English always wanted to be a teacher of English, but the moment I did I could not handle it. Too many hours, too much pressure, my life

changed 360 degree. It became all about teaching. At day, I am teaching, at night I am preparing the lesson. I hated this .

The challenge of not being able to control the constant thoughts towards the work place can cause unnecessary anxiety, sleeplessness and other mental issues. Neophyte teachers leave the profession, because they do not receive any kind of support from colleagues, regardless their lack of experience in time management. Too often the workplace is a place of judgment rather than help and support. Novices need to feel that they are supported by experienced teachers, in order not to leave the profession at the very beginning of the professional life.

2.4.2. Schools as a Work Place

The school as a work place for neophyte teachers is consider as an important issue shaping the quality qualification and coping ability of novice teachers. Noteworthy studies have clarified the abstract and complex nature of the school environment. The school environment has often been conceptualized as the psychosocial context in which teachers work and teach (Fisher & Fraser, 1991b). School environment is broadly defined as the social, developmental, and pedagogical contexts of the school in which teaching and learning occurs.

The first years of teaching in schools are full of obstacles with heavy workload in the classrooms, administration, and contact with parents, etc. Gins and waters (1996) studied two teachers, who were interviewed halfway through their first year and at the end of the first year. They found that involvement in cooperative teaching and supportive small school environments positively affected their self-efficacy and ability to cope with the new environment. Collective work is an important thing to maintain a high quality of teaching. It improves the standards of learning as well as achievement, moreover, a collective work among teachers would be a great source of strength for novice teachers to share beneficially and constructively suggestions that have to develop a sense of self-efficacy and self-confidence among novice teachers in their experience in the schools as a new workplace.

Isolation in the workplace, school cultures and the responsibilities of the teaching profession can cause stress to convince educators. Stress has been defined as the

body's response to any demand placed upon it to adapt (Selye, 1956). He identifies three types of stress, distress, eustress and neustress. When we talk about human beings experiencing stress, we are usually talking about distress, the negative impact of stress but he also argued that not all stress is bad. He introduced the idea of eustress (or euphoric stress) to describe the elation and other positive effects we may feel under moderate stress and the notion of neustress, or neutral stress, to describe stress that had either a neither positive nor negative impact. Stress is considered as a normal reaction that novice teachers experience when they are confronted with new work-life setting, whereas distress refers to bad stress, it happens when neophyte teachers have to deal with difficult problems and lacking experience. The stress of early teaching career, left unaddressed, can lead to teacher burnout, which Ness (2001, p.701) indicated that: "Too many teachers are thrown into classrooms with minimal support. «In such circumstances, teachers do not receive enough concrete incentives to make teaching a lifelong profession. Our best teachers are often lost before they even start to achieve success in the classroom.

Novice educators find many aspects of school life very frustrating for them, such as high student turnover, his sense of being overwhelmed in the beginning, lack of formal support for new teachers, and perceived lack of professionalism among his colleagues. So this may lead them to leave the profession forever.

2.4.3. Teaching English as a Foreign Language

Teaching English in Algeria is very difficult task for teachers, especially for novice ones. English as a foreign language is introduced to the learners in their first year of middle School. To teach foreign language for non-native speakers is a challenge task for new fight teachers. EFL teachers are obliged to provide their learners with the knowledge needed to learn and accept this language and the latter needs competence, knowledge and appropriate strategies concerning English language teaching. Teachers have to be equipped with the knowledge needed to successfully transfer the language to the students in its simplest way. According to Canal and Swain (1980, 1981) to be competent is in terms of three dimensions. In other words, they have defined communicative competence as having knowledge of grammatical rules and vocabulary, besides the linguistic and grammatical

competence, the second competence which is sociolinguistics one, the latter is concerned with the knowledge of language and its culture. whereas the third is strategic competence which is the ability to use certain strategies to develop the learners' communication skills and it is the hardest one among all. Teachers need to be aware of English language, because the latter can influence negatively their performance in the field of education.

Trainees need to develop their level this helps them enhance the quality of teaching. As Richards & al., (2002) demonstrated that's the last three decades witnessed the development of the field of TEFL which aims at improving the quality of teaching as well as of learning by focusing on learner's needs, their motivation, the strategies they use to learn and the process they go through in learning without neglecting the roles of teachers as "course developers". The method they use to transfer knowledge and the materials to promote understanding when teachers became aware of those dimensions they can easily cope with the problems they face in their teaching career, and can find ways to help their students cope with their learning problems in order to achieve their educational goals and tasks. English language novice teachers should be well-trained, equipped with the needed strategies, knowledge of content and of learner's needs, besides the factors that affect their learning ability.

2.4.4. The Large Number of Learners

The large number of learners is one of the most difficult challenges that novice educators face, because they have no experience on how to deal with large class size and to get learners engaged. The large number of learners is one of the most popular school issues nowadays. Especially in developing countries like Algeria. (Brown, 2001, p.196) stated that language classes should have no more than a dozen people or so. Teachers who are in charge to teach languages should have no more than twelve or thirteen learners at most, because EFL teachers find difficulties in conveying the message to his/her learners. Brown clarified that some of the problems that large classes present are:

       a) *Proficiency and ability vary widely across students.*

       b) *Individual teacher-student attention is minimized.*

c)   Student opportunities to speak are lessened.

d)   *Teacher's feedback on students" written work is limited (Brown, 2001, p.196).*

Most of the Algerian middle schools suffer from the large number of pupils inside classes. So large size classes cannot motivate learners to learn, and the latter is going to influence negatively the learners' achievement and the novice educators 'performance as well.

2.4.5. The Teacher's Low Voice

The teacher's voice plays an important role in the teaching process, where the teacher has to know about the main strategies and how to use his/her voice in an appropriate way. Brown states that teacher's good voice projection represents one of the main requirements of a good teaching atmosphere (2001: 194). The teacher's voice is one of the powerful instruments used by teachers to control their learners, manage the classroom and to capture the learners' attention during the teaching process. It is noticed that females usually find it hard to deal with learners in the classroom, because of their low voice. So, they lose the learners' attention and this leads to many problems; for instance deteriorating learners-teacher relationship, growing hatred towards teachers, nonattainment of the teaching objectives, because the learners will not be able to understand the lecture.

The teacher should use his/her voice in an appropriate way so that all learners in the classroom can hear his/ her voice. (Brown, 2001: 194) pointed out that teachers do not need to have a loud blooming voice otherwise they just need to be heard by all pupils in the classroom. On the other hand (Jeremy harmer, 2001: 35) mentioned that it is important for teachers to vary the quality of their voices and the volume they speak at, according to the type of lesson and the type of activity.

These are the main important points that teachers need to take into consideration when practicing the teaching career to build a good relation with the learners. In addition to the voice, the teacher's non-verbal language is also considered as a powerful impact on the learner's attention and classroom management. Brown

suggests some gestures (body language) that help the teacher to attract the pupil's attention.

- *Let your body posture exhibit an air of confidence.*
- *Your face should reflect optimism, brightness, and warmth.*
- *Use facial and hand gestures to enhance meanings of words and sentences*
- *That might otherwise be unclear.*
- *Make frequent eye contact with all students in the class.*
- *Do not "bury yourself" in your notes and plans.*
- o *Do not plant you feet firmly in one place for the whole hour.*
- o *Move around the classroom, but not to distraction.*
- *Follow the conversational rules of proxemics (distance) and kinesthetics*
- *(Touching) that apply for the culture(s) of your students.*
- *Dress appropriately, considering the expectations of your students and the culture in which you are teaching. (2001: 195).*

In a nutshell, teacher's role is immensely important, besides the gestures and the facial expressions. The two terms are considered as key strategies of classroom management, lesson delivery, the body language, tone of voice, and words must match each other in order to get success in delivering the teaching task.

2.5. Phases of First Year Teacher's Attitudes towards Teaching

Teachers enter a new life work setting, work with the new faces, everything is new to them, and as it is known that the first step ahead has always been the scariest one. That is what makes the profession difficult and challenging. Ellen Moir (1940) provided six stages that the majority of novice educators go through during their first year of practice noted from the Santa Cruz Teacher's Support Center.

Figure 01: Moir, E. (1990).*Phases of First Year Teaching .California New Teacher Project.* **(CDE), [Online]: retrieved from** http:/ /www.newteachercenter.org/article3.html.

During the anticipation phase, novice teachers are excited and enthusiastic. They enter the life school with totally different expectation to the real setting of the workplace. They see the teacher's job as a holy, mighty and noble practice. While in the second phase, this survival phase, novice teachers tend to struggle in this stressful, overwhelming period. In this phase, neophyte teachers get shocked of the new experience in the field of education. They find it hard to balance all the work in the school with their personal responsibilities. In this phase, the majority of teachers leave the profession, because they could not handle it. Moving to the third phase, which is the disillusionment phase. Novice teachers experience a long period of stress. The fourth phase, retention phase, it usually comes after the winter holidays, they start to understand how things are done, and they took their experience in the field as a roadmap for their future experience.

2.6. Suggestions to Deal with Teaching Challenges

In this section, some suggestions and solutions will be proposed to cope with the previous challenges that may face novice teachers.

2.6.1 Solutions to Deal with Learners' Misbehavior

Learner's misbehavior is considered as a big challenge, especially for new teachers. In fact, the learner has a fixed relationship with his society; that environment can influence his behavior in the classroom. On the other hand, his actions cannot be separated from his personal life and social habitus. Therefore, one of the major impacts of misbehavior is the learner's academic achievement and performance, since it has an effect on the learner's learning experience and the amount of instructions he receives. In addition, the negative behavior in the classroom, especially for the adolescent can be also a result of an unstable home backgrounds, poverty, substandard living conditions and homelessness; in long term unemployment….and so on. Also, the learner's bad behavior inside the classroom can be seen as a result of the teachers' behavior which may be provocative. Accordingly, Kyriacou (2009: 124)states that all teachers need to be aware of how their behavior can serve to hinder rather than facilitate discipline in the classroom. As the likelihood of learner's misbehavior increases when the teacher direct his attention and instruction to specific group of learners and ignore others (as cited in Stronge, 2007: 45).

In another way, teachers should establish some classroom rules and reflexes to avoid any disruptive behavior on the part of the learners and ensuring proper and effective classroom learning environment. In the same vein, Maxom (2009) set the following procedures and rules that teachers may apply for effective classroom management:

- *Students should not come late, but late comers must not make disruption.*
- *Each student must have his/her own material.*
- *Students must not misbehave in the classroom.*
- *Students are not allowed to smoke, to eat, nor to use mobiles.*
- *Students should not speak in the classroom unless they get the permission from the teacher.*

Unfortunately, a great number of teachers, especially novices fail to overcome this complicated task. For that reason, kyriacou (2009) suggested fourteen strategies

for dealing with learners' misbehavior listed in order of their perceived effectiveness:

- ❖ *Establishing clear and consistent school and classroom rules about the behaviors that are acceptable and the one's not acceptable.*
- ❖ *Speaking to the pupil in a firm and assertive manner.*
- ❖ *Making sure all pupils are given work to do as soon as possible that will keep them occupied.*
- ❖ *Trying to get the pupil reengaged in doing their schoolwork with as little fuss as possible.*
- ❖ *Having a conversation with the pupil after the lesson in which you try to counsel the pupil towards understanding why doing the work and not misbehaving is in their best interests.*
- ❖ *Using your authoritative presence to guide the pupil towards reengaging in the work.*
- ❖ *Investigating the misbehavior in a sympathetic and non-threatening manner.*
- ❖ *Issuing a quiet reprimand about the misbehavior that other pupils do not overhear.*
- ❖ *Having a conversation with the pupil after the lesson in which you issue a firm warning to the pupil not to misbehave again.*
- ❖ *Issuing the pupil with a sanction (e.g. a detention).*
- ❖ *Threatening to punish the pupil (e.g. with a detention) if the misbehavior persists.*
- ❖ *Threatening to involve a more senior member of staff if the misbehavior persists.*
- ❖ *Giving pupils easier work to ensure that they are kept occupied.*
- ❖ *Issuing a loud and public reprimand to the pupil about the misbehavior. (p.127)*

Likewise, punishment is considered as a quick and fixed solution to stop misbehavior in the class for some teachers, because they think when they apply it, they will work well. While, other teachers totally refuse and avoid punishment because it can be a negative factor that leads the learner to disrespect the others, to be a violent person…etc. This last group may consider it as a kind of negative control and weakness. As Kyriacou states some significant criticisms about the use of punishment as follow:

> *They foster an inappropriate model for human relationships.*
> *They foster anxiety and resentment.*
> *They have a short-lived "initial shock" effect.*
> *They encourage pupils to develop strategies to avoid getting caught.*
> *They do not promote good behavior directly, but simply serve to inhibit or suppress misbehavior.*
> *They do not deal with the causes of the misbehavior.*
> *They focus attention on the misbehavior. (2009: 130).*

To sum up, novice teachers can cope with the learners' misbehavior through following some steps; understanding the reasons behind the learners' bad behavior, trying to meet their needs properly and peacefully, motivating them through attractive lessons by including topics that they see enjoyable, and encouraging them to ask questions with answering. So, it is important to know the learners' interest the excitement as well as the weak points in the teacher's proficiency himself.

2.6.2. Solutions to Deal with the Psychological Challenges

Neophyte teachers may face difficulties in the working environment. More over beginner teachers face common challenges that can be a hindrance to the teacher's proficiency and competence in the psychological difficulty, more precisely the teacher's stress. Subsequently, the novices should know what the main cause that leads them to experience such tough feeling of stress is. There are seven suggested categories of stress' sources:

❖ *Poor pupil behavior, ranging from low level of motivation to outright in discipline.*

❖ *Time pressure and work overload.*

❖ *Poor school ethos, including poor relationships with the head teacher and between colleagues.*

❖ *Poor working conditions, including a lack of resource and poor physical features of the building used.*

❖ *Poor prospects concerning pay, promotion and career development.*

❖ *Over-demanding performance largets.*

❖ *Coping with change. (Kyriacou, 2009: 158)*

Differently stated, for avoiding stress in educational environment, there are some suggested tips to cope with this psychological problem which are as follows:

❖ *Try to keep things in perspective.*

❖ *Try to avoid confrontations.*

❖ *Try to relax after work.*

❖ *Try to make some immediate action on the basis of your present understanding of the situation.*

❖ *Think objectively about the situation and keep your feelings under control.*

❖ *Stand back and rationalize the situation.*

❖ *Try to nip potential sources of stress in the bud.*

❖ *Try to reassure yourself everything is going to work out all right.*

❖ *Do not let the problem go until you have solved it or reconciled it satisfactorily.*

❖ *Make sure people are aware you are doing your best. (p.160).*

Lastly, all teachers try to create a good relationship with their learners through coping with those challenges to avoid all kinds of problems. Also, it is better to follow the previous suggested solutions to establish an appropriate educational atmosphere. New teachers may have the ability to challenge many difficulties during the teaching profession through following some suggested solutions that may help them lead a classroom with a successful teaching learning process.

Conclusion

Teaching English language at middle school level is not an easy task, especially when it comes to novice teachers. As a matter of fact, novice teachers suffer from/ many teaching weaknesses because of their short teaching experience. Thus, they face numerous challenges and obstacles that may lead them to fail in their teaching

profession and sometimes push them to dropout. Consequently, novice English language teachers should work hard and follow some suggested solutions and techniques to face the teaching difficulties as far as reaching developed proficiency.

Chapter Three

RESEARCH DESIGN, METHODOLOGY AND DATA ANALYSIS

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Section One: Research Design and Methodology

Introduction

The third chapter, being concerned with the empirical part of this work, endeavours to discern the challenges facing the neophyte teachers in their work environments, especially those working in middle schools, and ultimately relates qualitatively as well as quantitatively the data which have been obtained and compiled through questionnaires and interviews. To satisfy the mixed method approach criteria, the use of multiple tools to measure the same variables was adopted. This was carried out with the purpose that the quality of the research findings would be enhanced in terms of reliability and validity as well as depth of insight into the object of study (Miles & Huberman, 1994; Nachmias & Nachmias, 2000; Patton, 1990). The interviews and the questionnaire have been conducted with neophyte teachers of Englishfrom different regions. The aforementioned metrics tools, viz., interview and questionnaire, are designed as structured tools for the former, and as a self-completion for the latter.

III.1.Overall Research Design

How the research proceeds is the linchpin of undertaking any research, because the choice and the clarity of the method has an effect on the validity and reliability of the final gleaned findings. The research type is governed by "fitness for purpose" (Cohen, Manion & Morrison, 2000: 146). That is to say, the purpose of research determines the adoption of a more or less adequate methodology and design. In our case, the aim was to discern the challenges facing novice teachers in the work environment especially middle school English teachers who have just started the new profession. Therefore, the research method adopted in the current study is the mixed one, requiring a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. In fact, the mixed method research gets inspired on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. The choice of such research method is meant to seek the intended validity and reliability thanks to the more

panoramic view of their research landscape, viewing the issue from different viewpoints and through diverse research lenses.

III.2. Case Study Approach

Case studies can be put among descriptive-interpretive designs as they *"strive to portray 'what it is like' to be in a particular situation"* (Cohen & al., 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk & al., 2005), not as a method for data collection (Cohen & Manion, 1994, qtd. in Bellalem, 2008) because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially *"when the researcher has little control over events."* (qtd. in Cohen & al., 2000: 182). They also provide unique examples of a class, click or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of middle school English teachers and within the confines of a particular site in one province in Algeria, Tiaret, aiming at presenting vivid descriptions of the participants' authentic actions.

III.3. Quantitative and Qualitative Research

The quantitative-qualitative opposition is most often the hallmark of research battlefields; which of the two can prodigiously gain primacy over the other to get the title 'scientific'. Quantitative research proponents claim that they conduct more rigorous research and use statistical analyses to find about their object of study. The key features of quantitative research *"include formal and systematic measurement and the use of statistics"* (Marczyk et al., 2005: 17). Depicting an objectivist view to reality, this type is thought of as *"obtrusive and controlled, objective, generalizable, outcome- oriented, and assumes the existence of 'facts' which are somehow external to and independent of the observer or researcher."* (Nunan, 1992: 3). Qualitative research, on the other hand, can be defined as the one that attempts to carry out an in-depth study with a limited number of participants to know about their attitudes,

behavior and experiences (Dawson, 2002). Strauss and Corbin (1998) state that different from their counterparts, qualitative researchers enquire about *"organizational functioning, social movements, cultural phenomena, and interactions between nations"* (qtd. in Bellalem, 2008: 72). It is worthy to say that none is the best as this distinction is *"simplistic and naïve,"* confirms Nunan (1992:3). They are complementary at the extent that the strength of one mends the weakness of the other.

For the sake of warranting data triangulation, the current research adopts a blend of the two, considering that the two paradigms were positioned on a continuum. Nevertheless, Dörnyei (2007: 45) observes that the blending of methods *"has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings."* The use of mixed methods was to corroborate our findings and to improve the validity of the collected data. In this sense, qualitative data would add, supplement and interpret the statistical data because *"words can be used to add meaning to numbers." (ibid.).* In either research methodology, be it quantitative or qualitative, identifying research context and participants as well as sampling methods are of utmost importance.

III.4. Sampling Technique

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of people who fulfill his purpose (Cohen &*al*., 2000). Opting for *"convenience sampling ... accidental or opportunity sampling ... the researcher simply chooses the sample from those to whom she has easy access."* (Cohen &*al*., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique to build a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

The rationale for this selection is premised on the fact that being "captive audiences" (Cohen et al, 2007:114) this sample of middle school teachers of English conveniently fulfilled the requirements of our research in terms of purpose,

availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). After all, a group of teachers is needed to demonstrate willingness to collaborate. Nevertheless, it is admitted that this kind of sampling does not claim relevance of findings to the larger population which this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007). Aligning with qualitative research, purposive and convenience sampling techniques, quantitative researchers' goal is not generalisable to the whole population; *"instead they might seek to describe or explain what is happening within a smaller group of people;"* (Dawson, 2002: 47)

The participant group consists of one hundred (100) neophyte middle school English teachers working in the province of Tiaret, especially in the city of Tiaret. It should be admitted that the number of the participants is meagre and thus, findings could never be generalized.

III.5. Research Tools

For the sake of data scientific validity, the use of a pair research tools, viz., questionnaire and structured interview, seems to be the most appropriate for the collection of diversified data, allowing the expansion and strengthening of the research conclusions. In other words, the findings entailing from these research tools provide stronger evidence for their corroboration through triangulation. Thus, a questionnaire has been administered to novice teachers working at the level of the middle schools. It should be highlighted that the thirteen question-items basically focus on the challenges neophytes confront during the induction phase. Besides, a structured interview, encompassing six items, has been conducted with three novice teachers. Doing so, voice is given to the research informants, ensuring that the gleaned data are grounded in their own experiences.

III.5.1. Teacher's Questionnaire Description

This section sheds light on the motives behind using a questionnaire as a tool of data collection, illustrating the procedure and course of its development as well its structure. By and large, questionnaires are the most convenient tools to glean data

from a large number of respondents in a record time. They are easy to construct and to process. They are often used to collect data about a particular population's facts, attitudes, opinions, desires, and wants. Although we admit that questionnaires should be employed with a high number of informants,

The questionnaire, directed to middle school teachers, is articulated around an inquiry which targets basically the discernment of the challenges that novice teachers face in the work environment, especially those who work in the middle schools. *"Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers."* (Brown 2001: 06) Therefore, as a way to obtain data that explores our research problem from its potential sides, teachers were given a questionnaire (Appendix 1). Questionnaire's questions were directed from general to specific and contain three sections and each section combines various questions.

III.5.2. Teacher's Questionnaire Objectives

Predominantly, questions were posted to teachers directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research. The number of the collected questionnaires is one hundred and four (104) out of 104, a rate of 100 %, none was rejected. Besides, informing us about the informants' bio-data, their opinions and attitudes, the analysis of the responses provided a certain number of data of a statistical nature on the various points quoted in the description of the questionnaire (cf. Appendix 1). This initial work, thus, made it possible to release from main tendencies in the form of percentages, reflecting the perception of the novice teachers themselves on the issue of the challenges facing them in the work environment. Fundamentally, our questionnaire has dual purposes, first, it aims to detect teachers' viewpoints and perceptions as regards the challenges regularly faced in EFL Classes. Besides, as a second purpose but crucial, this questionnaire aims at testing our hypothesis regarding whether these neophytes are appropriately accompanied and supported so as to overcome these hurdles especially during the induction periodand

to know about the main reasons that cause novice teachers' departure from teaching profession.

III.5.3. Teacher's Questionnaire Structure

The questionnaire consists of thirteen question-items. The latter are grouped into three distinct yet complimentary sections; the preliminary section, consisting of three questions, is devoted to neophytes' personal and professional data, including their gender, age and their professional experience. The second section is meant to disclose respondents' reflections and attitudes towards the teaching strategies and professional development. Third section is dedicated to needs identification as regards classroom management, lesson planning and implementation. It comprises only one open-ended question which questions the respondents about their needs in connection with immediate obstacles faced in the workplace, i.e., meant to generate long quantitative data. (Brown, 2009)

III.5.4. Questionnaire Piloting Procedure

It is traditionally acknowledged that research tools undergo a long process during which they are constructed, piloted, reconstructed and then administred. In fact, it took us about a whole semester to select the questionnaire content as regards wording and relevance as well as to ultimately decide on its layout and structure. For the sake of pertinence and accuracy, the questionnaire was rebuit several times. As part of the piloting process, we consulted some of our classmates. Honestly speaking, their comments were of paramount significance in addressing some of the weaknesses; some elements have been outrightly dropped and others reformulated. Three teachers have been solicited for the questionnaire testing. Relying on their feedback, few minor changes have been made.

III.5.5. Teacher's Questionnaire Administration

Owing to the endured sanitary circumstances which were imposed by the CoViD19 pandemic, the questionnaire was e-mailed to 104 teachers via Facebook and Gmail applications, and they all responded to the questionnaire. The participants were

from different regions with different levels, and teaching experiences. This allows for different perspectives to be collected, and this give credibility to the study results.

III.6. Teacher's Interview

In addition to the questionnaire, we found it better to use an Interview. We opted for the interview as a form of joint action (Desgagné 2005) where narration supported by the researcher in the course of the interview represents a stage of cooperation. Besides, the use of the 'mixed approach', i.e., the combination of the interview (qualitative tools) and the questionnaires (quantitative tools) is carried out to collect enough insightful data and ensure a comprehensive assessment on the issue of neophyte teachers' challenges.

To check, deepen and complement the results obtained through the questionnaire addressed to the field workers, we opted for a structured interview. This required the development of an interview guide prepared according to the survey objectives. The target population for this interview consists of three interviewees.

III.6.1. Interview Structure

The interview was constructed on the basis of the relevant literature echoing the major components of the issue relating to novice teachers' challenges during the induction phase to the teaching profession. It consists of five open-ended questions and one close-ended question. They all converge towards investigating the hardships faced by the neophytes in the course of the induction phase; the type (s) of problems endured, the support provided by the staff development coordinator, if any, the reasons behind novices' dropping out and resigning, what ensures successful adaptation to the requirements of the work environment and the new profession.

III.6.2. Interview Piloting

Seeking research validity relying upon well-informed knowledge, the interview was submitted to a piloting procedure which is scientifically approved to be both an integral aspect and useful process in qualitative study. In fact, this procedure enabled us to review and reconstruct the interview items to prevent falsified work from being approved as academic study. The gleaned feedbacks and annotations served a lot in

removing some ambiguities as regards questions formulation, their organization, gradation and layout.

Section Two: Data Analysis Procedures
Introduction

After designing the research study, the following step will be about the analysis of data gathered from the research instruments stated above, this will help the investigators to find answers to the research questions. Besides, constructing information and reflecting the experiences of neophyte teachers, the analysis included quantitative and qualitative data analysis procedure. This will help to enrich the current study.

III.7.1. Quantitative Data Analysis

It is worth reiterating that the total number of the collected questionnaire is one hundred and four. The analysis of the responses provides a certain number of data of statistical nature on various points quoted in the description of the questionnaire.

Section One: Informants' Personal and Professional Data

Question-item 1: Age

How old are you?
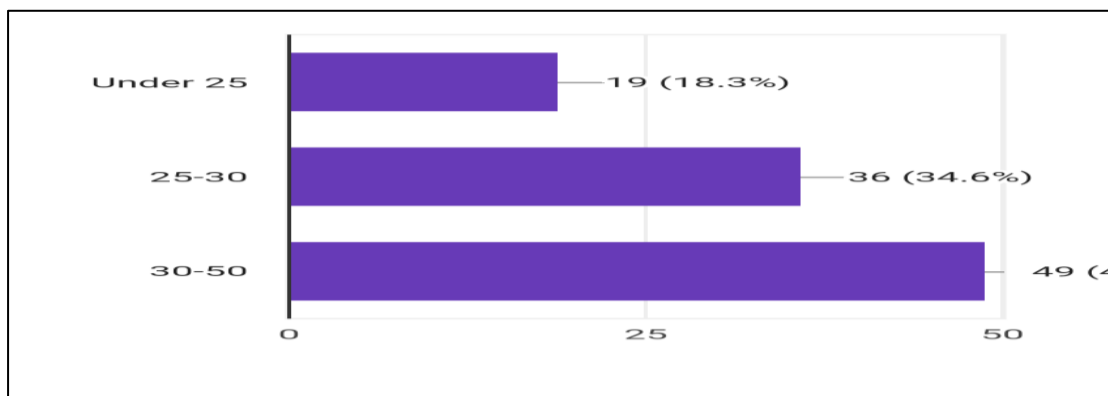
Graph 01 (SI Q1): Distribution of Surveyed Novice Teachers according to Age

The numerical data in graph 1 demonstrate that nearly half of the informants (47.11% n= 49) have an age varying between 31 and 40 years old, whereas 36 of them, representing 34.61%, have an age arranging from 25 to 30 years old. For the rest, i.e., 18.26 % (n=19), the age is under 25 years old.
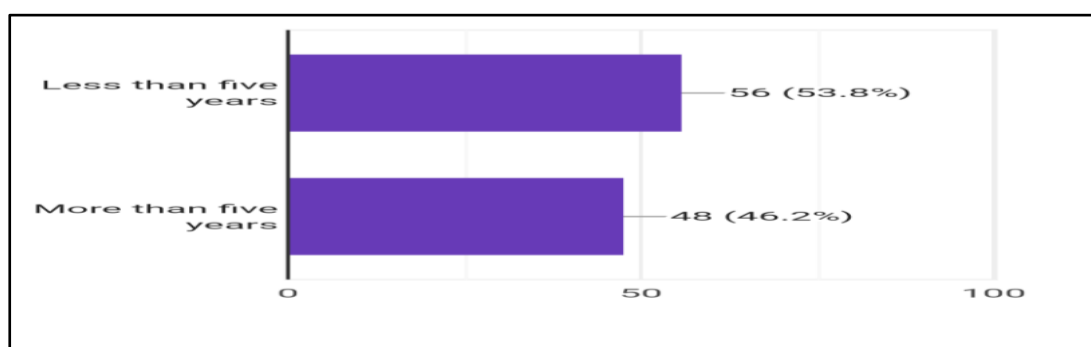
The above age ranges might be arbitrary. It is worthy to note that more than the half of the surveyed teachers have an age which

Question-item 2: How long have you been teaching English?

Graph 02 (S1 Q2): Distribution of the surveyed Novice Teachers according to Professional Experience

The gleaned data from question-item 2, concerned with the teaching experience, indicate that more than the half of the informants (53.84 n=56) have a teaching experience that is less than five (5) years. For the rest, i.e., 48 (46.15%) the teaching experience is over five (5) years.

By and large, the targeted informants have just made the first steps in the new profession, and are at the discovering phase of the classroom realities by themselves. These so called 'fresh hands' represent an important fresh blood to energize the teaching staff. These new comers assumingly master theoretical knowledge which can benefit their experienced colleagues, on their turn the latter can share their practice-based capital with these neophytes. In fact, an information-gap can be constructed between the two cohorts; theory-practice interplay can benefit all of them.

Section Two: Informants' Reflection on the Teaching Profession and Teacher Training

Question-item 3: What motive (s) is/are behind taking up teaching as a profession?

The responses to question-item 3, in connection with the motive (s) behind taking up teaching as a profession, most of the informants testify that they did so because they like it. Besides, according to them, this type of profession enables them to construct human and social relationships with learners.

Most of teachers do like teaching as profession, thus why they chose this field, besides that, they like the way teaching pupils how to speak, interact and use language, and building relationships with their learners made them love the job. So, it can be deduced that extrinsic, altruistic, and intrinsic motivations all together play a role when neophytes choose teaching as a career. Regarding teaching as a career, a paramount underlying factor is to be inspected. (König and Rothland 2012). The motivation of the would be a teacher is acknowledged as being a mandatory characteristic for teaching, i.e., motivational components are included in teachers' competence.

The motivating factors involved in choosing teaching as a professional career vary from one person to another. Generally speaking, three types of motives nurture teachers' choice, viz., extrinsic motives: job guarantees salary, holidays, social security, etc. intrinsic motives: implying interest, personal satisfaction, vocation and love of the profession, and altruistic motives: being in the service of people, society and the nation. (OECD, 2005). In the Algerian context, it is of common practice that ""If you are unfit for anything else, be a teacher!" (Özsoy &*al.,* 2010: 912).

**Question-item 4: Do you found the teaching profession difficult?**
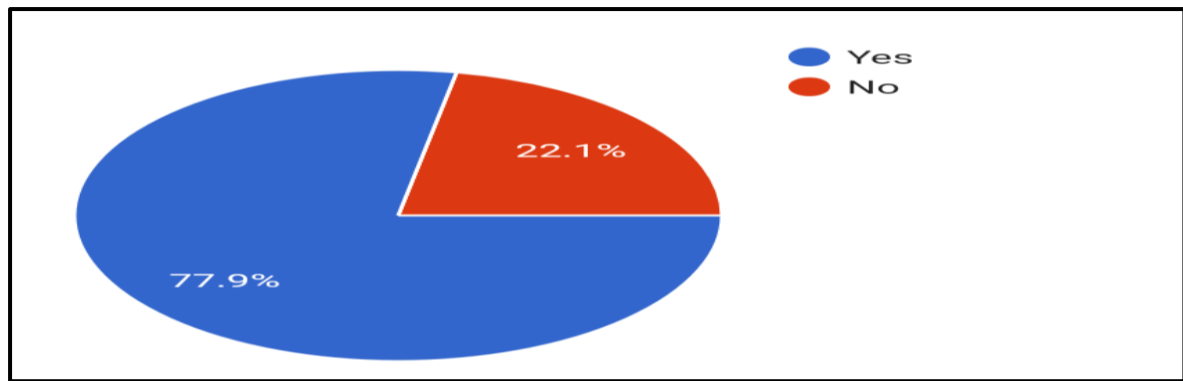
Graph 03 (SII Q4): Respondents' Viewpoints on the Teaching Profession

The question-item 4 is asked to disclose respondents' viewpoints concerning the teaching profession. The above numerical data prove that most of them recognize that teaching is a difficult profession. Only twenty-two percent point one (22.1%) assert that teaching is not a difficult profession.

Many neophyte teachers enter the field of teaching with wide-eyed optimism. They are passionate and committed persons who truly want to make a difference in the lives of their learners. In fact, they quickly have their idealism dashed, for it is commonly acknowledged that teaching is a daunting and too demanding profession. These novice teachers undergo unsettled period because of the lack of a graduation transition between the pre-service education and the induction into the teaching profession. They attempt to strike the right balance between what they believe in and what they are supposed to adapt to in the work environment. Such adaptation requires enough time and much support to foster and confirm their belonging to the new milieu. All in all, these budding teachers need encouragement, modeling and mentoring if they are to remain and succeed in the teaching profession.

Question-item 5: Have you ever received in-service training sessions in your career?
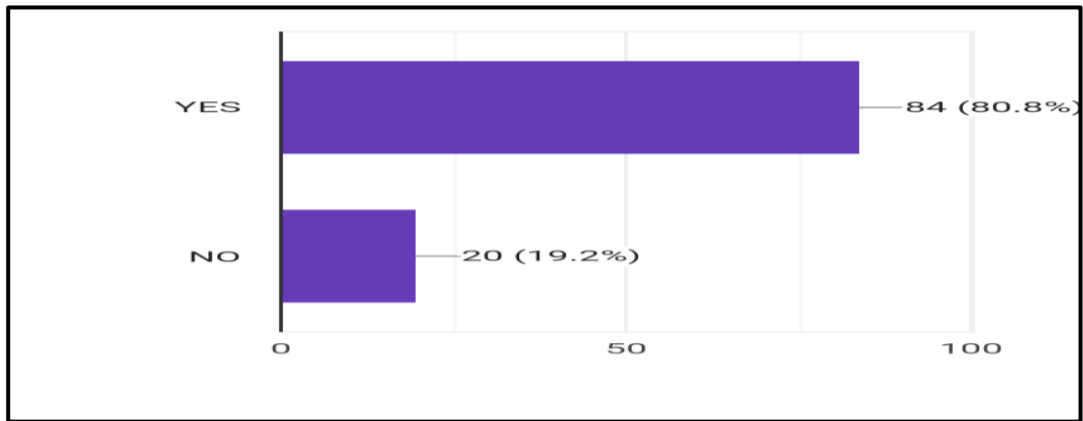
Graph 04 (SI Q5): Respondents' in-service Training Sessions

The fifth question-item is asked to know if neophytes have received training courses during their first years of entering the new profession. In, the statistics reveal that the heavy majority of the informants, i.e., 84 representing 80.8%, attest that they have attended in-service training sessions. Only 20% (20) confirm that they have not benefited from any training course.

The in-service training sessions are of utmost significance for all teachers, in general, and those who have just been hired, in particular. Indeed, those training programs are meant to enhance teachers' skills and knowledge, enabling them to accomplish their duties effectively while respecting the standards and recommendations of the working field. During those training sessions, teachers draw many benefits as regards knowledge if incomplete, skills if being ineffective, updating knows, skills and attitudes to meet new emerging and developing requirements, acquiring work culture and developing communication. Yet, follow-up activities and support should be undertaken/maintained to materialize these knows and skills in their daily practicum.

Question-item 6: In your opinion, what problems may any novice teacher encounter in the first years of his journey?

Question-item five is an open-ended one. It is used to question informants on the problems that novice teachers encounter while entering the new teaching profession. They unanimously report that they face difficulties as regards leaners' behavioral issues. They also reveal that they endure much pressure for workload, preparation, overloading administrative tasks, over crowdedness, etc.

The above results sustain that professional environment constraints weigh significantly on teachers' efficiency and productivity, especially those who lack experience. These above hardships might be the source of stress entailing from this too much demanding and daunting job. Travers and Cooper (1996: 3) echo *''Teachers are reported as being stressed by the overload, the behavior of the pupils, lack of promotion prospects, unsatisfactory work conditions, poor relationships with colleagues, pupils and administrators and a host of other problems''.* These professional constraints may account for the teachers' lack of commitment, hopelessness, helplessness, and deskilling. When novices feel the lack of control and mastery of what is going both inside and outside the classroom, they feel inefficient. Thus, their attitude towards the profession and career are directly affected. These altogether might prompt them to abandon and resign right at the beginning of their professional career. The motto "sink or swim" does not help much if retention of these young teachers is desirable.

It is worthy to highlight that these teachers lack experience and it is quite appreciable they are in need of help. They would do better if they work in a supportive environment. The latter provides them with the opportunity to discuss better issues relating to teaching and learning.

Question-item 7: A) How do you find your initial years of teaching?

B) What is/are the most difficult task(s) about teaching today?
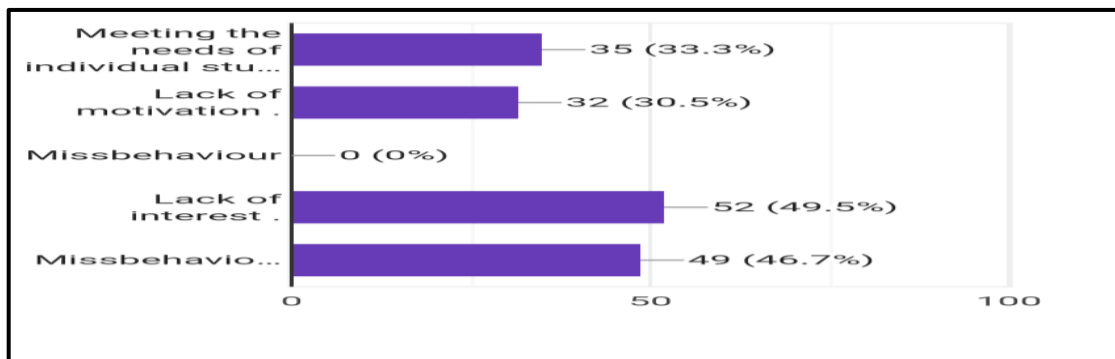

Graph 05 (SII Q7): Respondents' Reflection on the most difficult task(s) to accomplish

Question 6 is a multiple choice item in connection with the most difficult task (s) to accomplish nowadays. The above results decidedly demonstrate that the surveyed middle school novice teachers of English perceive that lack of interest on the part of the learners and misbehavior are the hardest tasks nowadays, with 49.50% for the first and 46.7% for the second. Yet, individual needs meeting and lack of motivation gained nearly the same percentages, 33.33% and 30.50% respectively.

Generally speaking, neophytes arrive at the workplace equipped with rich and varied theoretical information, yet they lack experience and a clear image on the classroom reality. In fact, novices face major challenges such heterogeneous classes, misbehaving and demotivated learners, etc., for which they have practically never been prepared to face properly. Coping successfully with all these burdensome issues depends on the work environment and the aid and collaboration afforded by all stakeholders, i.e., colleagues, administrative staff, parents, etc. In case they are left alone during these first few years, they might be demotivated and deskilled or simply among the quitters and resigned.

Question-item 8: How do you manage your classroom effectively?
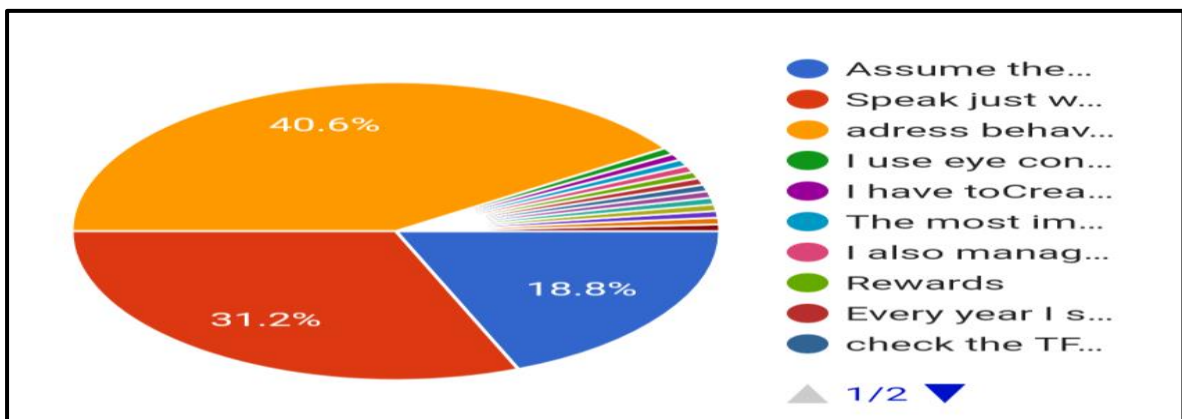
Graph 06 (SII Q8): Respondents' Effective Strategies as regards classroom management

The multiple choice question-item 8 is asked to unveil the set of strategies implemented by the respondents to manage their classes effectively. For 40.60% of the respondents prompt addressing of behavioral issues is the best way to control the

learners, whereas for 31.2%, teacher's abstention from speech till the absolute calm is obtained is the most adequate strategy to manage learners' disruption. For the rest of the respondents, i.e., 18.80%, attest that the first option is assumingly the best in the classroom. While others provided the following tricks:

> 1.1. *Capturing students' attention, no matter if there is some noise when learning it is actually positive noise because it is a language*;

> 1.2. *Reacting friendly with my students;*

> 1.3. *Leaving much room to students to feel free and gain self-esteem. Feeling so, they will be relaxed and at ease during your classes and things go smoothly;*

> 1.4. *Reacting according to the situation and the type of learners;*

> 1.5. *Stating the rules relating to classroom management right from the beginning (September Contact). . If the rules are broken, punitive measures will be used for sure. It reallyworks for me;*

> 1.6. *Setting up clear classroom rules;*

> 1.7. *Creating a new alternative atmosphere respecting most of motivational factors in any class;*

> 1.8. *Rewarding*

> 1.9. *Motivating those who are lagging back to voice their viewpoints;*

> 1.10. *Using body language, e.g., eye contact;*

> 1.11. *Helping and advising learners*

Devoid of any prior classroom experience, novices try any trick at hand in order to mitigate the embarrassing issues of the classroom management. Baptism by fire is a famous expression often associated with the beginning teachers' experience. Every school year beginning, novice teachers embark on a journey through unexplored, unpredictable waters as they enter the classroom for the very first time in the capacity of teacher. All the above tricks may have a positive effect and can be regarded as survival samples to

Question-item 9: How do you proceed to attract/capture the students' attention?

- **Givestudentsresponsibility**
- **Using fun duringexplanation**
- **Do connection to real life**
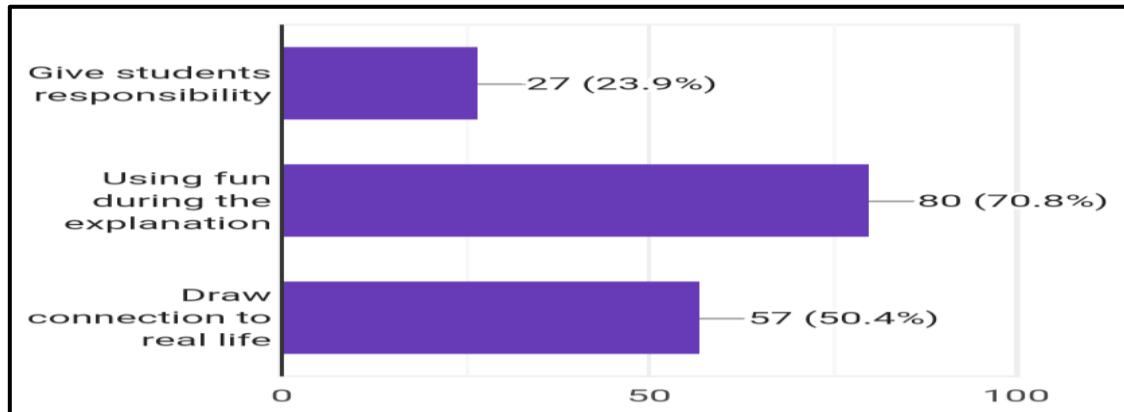
Graph 07 (SII Q9): Respondents' Ways to proceed as regards students' attention capture

The results collected from multiple choice question-item 7, dealing with the way novices proceed to capture learners' attention, show that the heavy majority, i.e., 70.8% (n=80), resorts to fun while explaining and performing. For fifty point four per cent (50.4% n=57), drawing connection to real life is the appropriate way to capture learners' attention. For the rest, i.e., 27, representing 23.9%, assigning responsibilities to learners is the best way to seize the audience responsiveness.

Novices could resort to all three suggested alternatives and others to draw learners' attention to classroom scenes and practicum. Being inexperienced teachers, they should be accompanied by mentors, teacher trainer or experienced teachers. It is advisable to enable these mentees to attend/ observe the mentors' class performance so as to live real class situations. These peer observations could be of utmost benefit for both the mentor and mentee; they both learn yet differently. All in all, observing experienced teachers could undoubtedly help unveil the difference between effectiveness and ineffectiveness as regards strategy selection and implementation. **Question-item 10: Have you ever attended other teachers' class performance?**
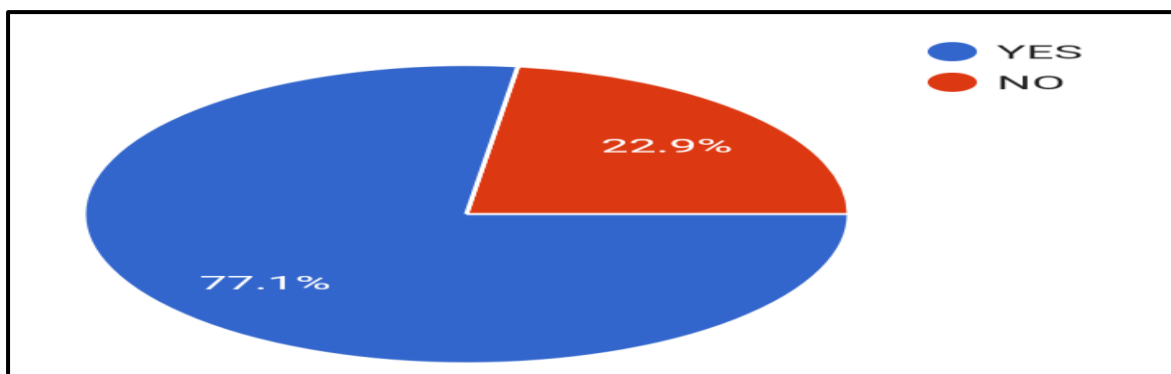
Graph 08 (SII Q10): Respondents' Attendance of other colleagues' classroom Performance

The responses to question-item 8, in connection with colleagues' mutual classroom observation attendance, reveal that most of the respondents (77.10%) have attended other colleagues' classroom practices. However, a meager minority, representing 22.9%, attests that they have never done so.

As a continuum to the initial-teacher training, in-service training sessions, devoted mainly to classroom observation, can help novices to translate their theoretical knowledge into practical know-how-to-do. The alternation/shift between being once an observer and in others an observee could equip novices with suitable tricks and strategies to cope with every classroom situations at once. Experiencing such different situations, though being aware of the singularity of each class, endows them with insightful knowledge on the classroom and its specificities.

Question-item 11: How can teacher's professional experience be developed?

As regards the ninth question-item, relating to teacher's professional experience development, multifarious viewpoints were advanced by the informants. Most of them agreed on self-training option as the best solution to develop professionally. However, some of the informants did not get the point.

It is common acknowledged that novice teachers' professional development begins right from the outset. The first years of employment are considered as critical for the teacher's self-development so that the school culture and knowledge gained from colleagues' contact, collaboration and discussion significantly influence the

novice teachers' professional development. During the first years, the novices should adhere to school culture so as to be not only an instruction executor but innovator and change agent. Doing so, they develop multifarious competences about the subject matter (content knowledge), the learners they teach (knowledge of the learners) as well the general rules and guidelines of learning and teaching (pedagogical knowledge). The construct of these skills, contributing in the professional development, is not a mere event but endures time and requires commitment on the part of novices and a good support from all stakeholders at the work environment.

Section Three: Respondents' Suggestions

Question-item 12: What advice do you give to novice teachers?

The twelfth open-ended question item is asked to profit from novice teachers' experiences via their own attitudes and reactions to the encountered classroom obstacles. It is always smart to heed the advice of those who have walked and stumbled before. Among the pieces of advice put forward by the informants what follows:

- To strive to overcome the transition or the induction phase successfully;
- To thoroughly prepare the teaching materials beforehand;
- To over/plan well-designed, well-thought and engaging lessons. It is better to run out of time rather than run short on a lesson;
- To avoid isolation strategy;
- To cooperate and collaborate with the colleagues;
- To consult and discuss issues in relation with teaching with coworkers;
- To maintain good relationship with administrative staff;
- To have a cooperative spirit;
- To attend as many classroom observations as possible to construct a quite clear image about the real situation of the classroom and learners;
- To eschew high voice use, yet use differentiate tones in accordance with the instructional objectives;
- To avoid speaking when the class is noisy;
- To resort to body language whenever it is necessary;
- To address behavioral issues quickly and wisely.

- To avoid responding brutally to learners' misbehavioral issues, for this strategy is unlikely to produce long-term change;
- To avoid reacting reflexively to disruptive learners, you should look for the underlying reasons behind such misbehavior;
- To avoid confronting and fixing every minor infraction and disruptions;
- To build solid relationship with learners based on trust and empathy, i.e., supporting learners to manage themselves throughout daily learning and activities;

In fact, the above pieces of advice seem to be of a significant vitality for novice teachers to manage well that inductive phase of the new assigned profession. It is crystal-clear that the targeted informants have divulgated all discomforts they endured in first few years of their arrival at the workplace. Inspired by such stories of beginning teachers offers insights the challenges and triumphs, novices can successfully manage the beginning of their teaching profession, which the rest of their professional career depends on.

III.7.2. Qualitative Data Analysis

The adoption of the structured interview is to serve an in-depth explanatory data on the issue under investigation. Besides gathering the necessary detailed information, this procedure assists the researcher to get answers concerning the main opaque facets related to the challenges experienced by novice teachers in the work environment, especially in the initial years, and how they reacted to those challenges. The targeted sample is responsive, seeking conceptual application rather than a quantitative representativeness. It also endeavors to capture a wide range of views and experiences. The analysis relies on the transcripts of individual structured interviews conducted with three novice Algerian teachers of English. The data collected are supposed to be explained, understood and interpreted (interpretive philosophy). The main adopted type of analysis as regards the current interviews is content relying on the interpretative level.

Item one: What were the first years of teaching like for you?

The answers gleaned from question-item 1 reveal that the first years of teaching are by far the most challenging. They even labeled it a plight and daily ordeal for the

hardest tasks and requirements. However, one of them found them well, good, amazing, and described them as being the best experience ever. He added that this experience enabled him to rethink old assumptions, discover new knows and ideas, set up acquaintance and relationships with new persons from different categories. On the other hand, he did not deny the hard moments endured due to learners' heterogeneous levels and seeking to strike the right balance among very uneven levels, their stubbornness and disruption.

Item two: What are the most difficult problems you experienced?

Among the recurrent hardest problems elucidated by the interviewees are the ones in connection with organizational, interpersonal (relational/communicational) and personal issues. For the organizational ones, they explicitly reported that classroom management, learners' demotivation, and heterogeneity, classroom resources workload, time factor pressure etc. represent thorny issues for them. For interpersonal issues, they pointed out the unfavorable contextual factors, including the lack of administrative support, mentor/trainer guidance and co-worker collaboration. For personal ones, they underlined the mismatch between expectations and the reality. This is also termed as reality shock (Huberman, 1989) or transfer shock (Caspersen & Raaen, 2014) or praxis shock (Veenmen, 1984).

They showed much grumbling as regards the difficulty to adapt to and build socio-professional relationship with colleagues at the workplace. That is to say, they found difficulties to integrate the groups of different school staffs. Differently couched, they seem to strive strenuously to construct a better contextual environment, allowing them to overcome such thorny issues. Besides, they reported that the classroom management struggles, unsupportive working environments and the lack of the administrative support. Over crowdedness, demotivation and disruptive behavior are stated as being the most unmanageable daily hardships during those first years.

Item three: What support was provided by staff development coordinator?

Explain how staff development coordinator can identify with you and support you as a beginner teacher?

Two out of the interviewees reported that they received some assistance and guidance from different stakeholders, viz., coordinators, headmasters, and colleagues.

Yet, according to them this assistance remains insufficient. For instance, during coordination sessions, the coordinators always provide help and guidance, such as informing teachers of everything concerning the educational field, giving piece of advice/tricks about how to deal with the learners, providing them with official documents needed in teaching, as well as how to prepare lessons and lesson cards. Besides, they confirmed that they were solicited to attend sessions devoted to exams designing and correcting. In fact, owing to this support and accompaniment (integrated culture), these novices are more likely to stay in the teaching profession.

However, the third one confirmed that he had received no support from his school stakeholders, especially the coordinator. Due to this lack of assistance, he faced serious thorny troubles during those initial years. He stated that the little he has attained as a professional expertise is the outcome of personal persistent work.

All stakeholders' equal involvement in the induction process

Item Four: What motives can cause novice teachers' departure from teaching profession earlier?

To disclose the motives behind novice teachers' early resignation of the profession they once loved, the interviewees elucidated a set of reasons, viz., challenging work conditions, lack of support on the part of some or all stakeholders, stress, anxiety, loneliness, isolation, salary and job dissatisfaction. All these constraints are acknowledged as being behind the teachers' departure from the teaching profession in their first five years of hiring. Teaching is acknowledged to be highly stressful, daunting and too much demanding, accounting for teachers' disengagement, dissatisfaction frustration and despair which lead to teachers' attrition and drop out.

The scrutiny of what has been reported by the interviewees demonstrates that the teaching profession is perceived in unfavorable light. Such a negative attitude towards the teaching job may impact negatively novice teachers' prospects and ambition. In fact, the synergy of these challenging work conditions is obviously epiphany in that it reveals novice teachers' concerns and apprehension of the socio-professional environment which in turn cause them to develop negative attitudes

toward teaching so much desired as a profession by young ambitious males and females.

Item Five: Did you receive support from colleagues at your school? If so, in what specific ways did they support you?

As regards colleagues' support, two out of three testify that they received much support from their colleagues. According to them, the latter (experienced ones) were predisposed to help them both morally and materially to cope appropriately with classroom management, viz., learners' disruption, demotivation and lesson planning. Doing so, such assistance, as it was asserted, enabled the two novices to develop an appropriate repertoire of problem-solving strategies to manage classroom situations; support leads to significant teacher learning and instructional enhancement.

Yet, for the third interviewee, no assistance was provided by the colleagues, which forced him to live loneliness and keep up with his troubles by his own. The 'sink or swim' approach has been the inevitable fate for him. Though it is recognized that the best training should adopt the theory labeled 'learning by doing', mentoring remains of prime necessity for these newly qualified teachers. Their accompaniment ensures their success and retention.

Item Six: How do you manage to adapt to the teaching profession?

Relying on the interviewees' reports as regards adaptation to the new teaching profession, apparently their success is mainly bound to their moral commitment about right and wrong, good and bad, difficult and easy and long-term sustainability. Besides assistance, for those who benefited from colleagues' and coordinators' help, personal self-reliance, resilience and perseverance ensured success. According to them, these incentive features make them beat the odds and remain in challenging work environments. These resilient novices kept tightly to their respective professional environments and came up with suitable solutions allowing them to handle different critical hardships encountered in the first years of their recruitment. Teacher' resiliency, defined as being the ability to adjust to situations that require adaptation, and to view those crucial situations as opportunities to persevere and learn, even under the most adverse of conditions, is one of fundamental characteristics

for successful job integration. (Egeland, Carlson, and Sroufe 1993; Gordon and Coscarelli 1996; Bobek 2002; Patterson, Collins, and Abbott 2004).

Novices' success in maintaining and keeping the job of teaching is not only dependent on the amount of assistance provided by the stakeholders at the workplace, yet it is also cogent on the novices' devotion, flexibility, persistence, trial and error. It is much incumbent upon neophytes' predisposition to overcome those crucial moments successful and construct well-founded professional careers.

III.8. Data Triangulation

In the present work, the researchers used teachers' questionnaire and interview as instruments to collect data. They were addressed to discern the challenges facing novice teachers in the work environment, especially middle school novice teachers who have just started the new profession, it also aims at detecting teachers' view points and perceptions as regards the challenges regularly faced in EFL classes, and of course to test the hypothesis presented by the researchers regarding whether these neophytes are appropriately accompanied and suppoted, besides the motives that cause novice teacheers' departure from teaching profession earlier. Actually, the findings of the questionnaire and the interview analysis approximately confirmedour hypothesis. Generally, most of the neophyte teachers suffered from many problems during their initial years of teaching, either inside or outside the classroom. In fact, the researchers analyzed some questions related to the problematic of the research work.

Begin with the answers gleaned from question-item four revealed a set of reasons that led the neophyte educators to leave the profession, viz, challenging work conditions, lack of support, stress, anxiety, isolation... Etc. All these constraints are acknowledged as being behind the teachers' departure from the teaching profession.

On another hand, the staff development coordinator can support the novice through several ways; either morally or materially for most of respondents, however some of the respondents neglected this kind of help. Whereas, the reasons that can guide the new teachers to leave the profession may differ from one to another; it may be psychological motives, social or even administrative. Other responses we got from the sixth question which is an open ended one concerning the problems that may encounter novice teachers in their journey. They unanimously report that they face

difficulties as regards leaners' behavioral issues. They also reveal that they endure much pressure for work load, preparation, overloading administrative tasks, over crowdedness, Furthermore, they were also complaining about the difficulties of handling the behaviors of the students as they suffered from the needs of the individual students' aspect especially nowadays. Which means; they do not have the way how to deal with this special cases. It is worthy to highlight that the neophyte teachers lack experience in the field of education as well as the support of veteran teachers, i.e., their colleagues. Moving to the fifth question analysis, where novice educators asked whether they received training courses during their first years of entering the new profession. The statistics revealed that the heavy majority of the informants, i.e., 84 responding 80, 8% attest that they have attended in-service training sessions; here we can deduce that thein-service training courses are not sufficient for the novice teachers, because most of them indicated that they could not handle the new work conditions, especially controlling their students.

The results obtained from novice teachers' interview and questionnaire reveal that the majority of neophyte teachers are unfamiliar with the issues that may face them during their elementary phase of teaching. In addition to the difficulty of coping with the new environment. Overtime, the results indicated the colleague' support existence in schools, and that support has been done through specific ways which were completely different. A few number of neophyte teachers disagree with that. Lastly, teaching profession adoption may be succeeded via diverse methods' use .Basically, the use of nowadays techniques to teach as the use of technology; humor and games…etc and various options which have been proposed in the respondents' suggestions to novice teachers (section three, question-item .All of those methods may help any teachers to motivate his learners quickly. Consequently, if the teacher loves his profession and work regularly.

III.9.Limitations of the Study

Due to the outbreak of COVID 19 pandemic, research and academic activities in the universities are affected to a great extent. The researchers collected data through Facebook and Gmail applications, thus the respondents took too much time to respond to the research questions. Furthermore, the researchers faced difficulties in finding the target sample.

Conclusion

The chapter was a practical part of this research work, since it focused on the analysis and discussion of the collected data; the results were analyzed quantitatively and qualitatively. The main purpose of this research was to confirm whether the neophyte teachers face difficult problems during their initial years of teaching or not and to discern the motives behind novice teachers' early resignation of the profession they once loved. Moreover, the novice teachers' weaknesses such as less experience and stress push them to challenge many teaching difficulties. However, both patience and hard work lead novice teachers to overcome their challenges and be effective teachers.

General conclusion

The ultimate aim of this study is to discern the challenges facing the neophyte teachers in their work environments especially those working at middle schools, besides the major motives behind novice teacher's early resignation for the profession they once loved. We try also to shed light on the performance and thoughts of novice teachers towards their teaching experience. We talked also about teaching the English language in Algeria. In addition, we try to suggest some solutions that may help neophyte teachers to overcome their teaching challenges. On the other hand, we used novice teacher's questionnaire and interview instruments in order to test our hypothesis regarding whether these neophyte teachers are appropriately accompanied and supported to overcome these hurdles or not ,especially during the induction period and to know also about the main reasons that cause novice teacher's departure from the teaching profession, in addition to that we attempt also to identify the effects of the lack of training that neophyte teachers face in the field of education, and of course to identify the main challenges that face novice teachers during their first years of teaching. Interesting results were achieved. The researchers concluded that experience and the support provided by veteran teachers play an important role in the teaching act, that is to say that the experience and the support they receive from colleagues will help EFL teachers become more practiced at behaving with different issues in the classroom. Furthermore, Researchers deduced that the in-service training courses are insufficient for the novice teachers' needs as well as performance in the educational institutions. The first year of teaching is for many a fight for survival as the transition from student teacher training to full time teaching can be a dramatic and traumatic experience. Novice teachers need to be empowered and be given opportunities to develop their professional competence. Moreover, School leaders are mostly important in overseeing the needs of novice teachers. School leaders should be aware of the needs of neophyte educators to smooth novice teachers' transformation into schools.

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APPENDICES

Appendix «A »: Novice Teachers' Questionnaire

Dear Teacher,

This Questionnaire is developed to identify the challenges that novice English

Language teachers face in the early years of their teaching at middle school.

Please give your most can did and thorough response to the questions. Rest assured that the information you share here is confidential.

Section One: Section One: Informants' Personal and Professional Data

1. How old are you?

☐ **Under25**   ☐ **25-30**   ☐ **30-50**

2. How long have you been teaching English?

☐ **Less than five years**

☐ **More than five years**

Section Two: Informants' Reflection on the Teaching Profession and Teacher Training

3. What motive (s) is/are behind taking up teaching as a profession?

……
……………………………………………………………………………………… .

4. Do you found the teaching profession difficult?

☐ **Yes**   ☐ NO

5. Have you ever received in-service training sessions in your career?

☐ Yes   ☐ NO

   6. in your opinion, what problems may any novice teacher encounter in the first years of his journey?

………
………
………. .

7. A) How do you find your initial years of teaching?

……
…………………………. .

   B) What is/are the most difficult task(s) about teaching today?

……
…………………………………………………….. .

8. How do you manage your classroom effectively?

……
……
………………… .

9. How do you proceed to attract/capture the students' attention?

- **Give students responsibility**   ☐
- **Using fun during explanation**   ☐
- **Do connection to real life**   ☐

 10. Have you ever attended other teachers' class performance?

☐ Yes

☐ No

11. How can teacher's professional experience is developed?

Section Three: Respondents' Suggestions

12. What advice do you give to novice teachers?

……
……
……
……
………………………………………………………………… .

Thank you very much for your collaboration!

Appendix « B »TEACHERS' Interview

Interview's Questions:

1. What were the first years of teaching like for you?
2. What are the most difficult problems you experienced?
3. What support was provided by staff development coordinator? Explain how staff development coordinator can identify with you and support you as a beginner teacher?
4. What motives can cause novice teachers' departure from teaching profession earlier?
5. Did you receive support from colleagues at your school? If so, in what specific ways did they support you?
6. How do you manage to adapt to the teaching profession?

Thank you very much for your collaboration!

ملخص

والهدف من هذه الدراسة هو معرفة العوائق والتحديات التي قد تواجه المعلمين المبتدئين بصفة عامة و المعلمين المبتدئين في اللغة الإنجليزية بصفة خاصة في المدارس المتوسطة. وبمعنى آخر، حاولنا تسليط الضوء على أداء و تفكير المعلمين المبتدئين اتجاه تجربتهم في التدريس في مجال التعليم، و ما إذا كانوا قد واجهوا أي صعوبات متعلقة بتنظيم الأقسام، التعامل مع سلوكيات التلميذ، إيصال المحتوى الدراسي باستخدام اللغة الإنجليزية و التكيف مع البيئة المدرسية... الخ. كم حاولنا معرفة ما إذا كان المعلمون المبتدئون قد تلقوا أي نوع من الدعم من الزملاء أم لا. لتحقيق الأهداف المذكورة أعلاه، استخدمنا أداتين (الاستبيان والحوار) لجمع البيانات. و تم وصف وتحليل البيانات التي تم جمعها و من ثم مناقشتها. النتائج التي تحصلنا عليها تبين أن جميع المعلمين المبتدئين يواجهون صعوبات وتحديات خلال سنوات خبرتهم الأولية في التدريس،كما أضاف وأنهم يواجهون ضغطاً شديداً بسبب مسؤوليات الحياة ،وهذ ما يدفع أغلب المعلمين المبتدئين إلى التخلي عن مهنة التعليم. وبالتالي، لا ينبغي للمعلمين المبتدئين أن يتركوا مهنتهم أبداً، بل يتعين عليهم أن يتكيّفوا مع ظروف التدريس، وأن يحاولوا تنمية مهاراتهم بأنفسهم. وهذا ما سيساعدهم علي تحسين أدائهم وتطوير مهاراتهم.

الكلمات المفتاحية : المعلمين المبتدئين ؛بيئة العمل؛ تحديات التعليم ؛ اللغة الانجليزية

Résumé

Le but de cette étude est de discerner les obstacles et les défis auxquels peuvent faire face les éducateurs néophytes en général et les professeurs d'anglais novices en particulier dans les écoles intermédiaires. En d'autres termes, nous essayons de faire la lumière sur les performances et les pensées des enseignants novices vers leur expérience d'enseignement dans le domaine de l'éducation, la gestion des comportements, la prestation du contenu des tâches d'enseignement en anglais, l'adaptation à l'environnement scolaire, etc. Nous voulions aussi savoir si les enseignants novices recevaient un quelconque soutien de la part de leurs collègues ou non. Pour atteindre les objectifs ci-dessus, nous avons utilisé deux instruments (questionnaire et interview) pour recueillir des données. Les données recueillies ont été décrites, analysées et discutées. Les résultats que nous avons obtenus montrent que tous les enseignants novices font face à des difficultés et des défis au cours de leurs premières années d'expérience d'enseignement, d'ailleurs ils ajoutent qu'ils font face à une pression intense en raison des responsabilités de la vie, ces derniers peuvent conduire la plupart d'entre eux à abandonner et à quitter la profession enseignante. Ainsi, les enseignants novices ne devraient jamais quitter leur profession, mais ils doivent s'adapter aux conditions d'enseignement et essayer de développer leurs compétences par leurs propres moyens. Cela les aidera à sculpter leurs compétences d'enseignement car ils n'arrêtent jamais d'apprendre.

Mots clés : Enseignants débutants, Environnement de travail, Enseignement, Défis, Langue anglaise.