Challenges Facing Teachers in the First Year of their Career EFL teachers of middle school

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Dedication

THIS WORK IS DEDICATED TO MY PARENTS,

MY FATHER WHO WAS A FATHER,

BROTHER AND FRIEND WHO SUPPORTED ME IN EVERY

MOMENT OF MY LIFE,AND MY TENDER MOTHER

WHO MADE SURE THAT I BECAME HERE AND SACRIFICED A

LOT FOR ME. TO MY LOVELY SISTERS, HANANE, SARAH

, HADJER, LAILA, INASS AND ASMAHANE.

TO MY BEST FRIEND MBARKA,AHLEM AND SARAH.

TO MY FUTURE HUSBAND WHO MOTIVATE ME IN MY STUDY.

SPECIAL THANKS TO ALL MY COLLEAGUES FOR THE

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TO ALL PEOPLE WHO HELPED US TO ACCOMPLISH THIS WORK.

Farah

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All thanks to Allah

This work is dedicated to my parents for their

wholehearted support throughout   my study

To my brother and sisters

To my best friends Akila and Dhaiba

To all colleagues who helped me in my work

LAMIA

Aknowledgment

.

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List of abbreviations:

EFL: English as a Foreign Language

GTM: Grammar Translation Method

CLL: Community Language Learning

TPR: Total Physical Response

PPP: Presentation, Practice, and production

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General introduction

General introduction

Teachers are the most crucial factor in achieving success and implementing improvements in education, and they play an active role in the teaching process. Due to the difference between the learning and teaching processes, new teachers face difficulties in teaching because of the transition from learning to working.

The move from education to the workforce is fraught with difficulties. Transitioning from education to employment appears to be more challenging for teachers than for many other professions. Careers in many areas begin with fewer obligations and responsibility. On the other hand, a teacher accepts all instructional and legal duties once he enters the school with a recognized qualification. They must adapt to various methods and approaches for teaching students, which are rapidly evolving in numerous ways.

The novice teachers coming into their career today and they should take in consideration that they will devote a long time to develop their knowledge, skills, and abilities to do their work appropriately, teachers who enter the classroom without strong academic and professional preparation will face a sort of problems with dealing with learners, even the teachers who prepare their lessons well need coaching implementing what they have learned, the steep learning curve is hard not only on student ; but also on the teachers themselves : 15 percent leave the profession and another 14 percent change schools after their first year, often as the result of feeling overwhelmed in effective and unsupported **(Ingersoll and Smith 2003 : Smith and Ingersoll 2004).**

The objective of the researcher in this dissertation is to find out what are the challenges that new teachers face and what are the solution that teachers must follow it to reduce or eliminate those challenges.

Motivation:

This topic motivates us as master students, especially we will be novice teachers if God willing and we must know the challenges that we may face and the solutions to avoid it.

General introduction

Problem statement:

The problem of this study concerns the challenges facing teachers in the first year of their career, with this situation they face their own classroom where they now fully in charge and the teachers are already move from being a student to a teacher in which they found many problems as a result, this study has to be investigate in order to know what are the challenges and the reason behind them, also suggest some solution for the novice teachers.

The aim of the study:

This study aims are to deal with the difficulties and the challenges that teachers face when they start dealing with new responsibilities, also find out the strategies that can help the novice teachers to avoid this challenges and have self-confidence to perform their real skills and abilities.

Research Question:

In this research we have working on the following question:

1-What are the challenges that novice teachers face in the beginning of their career?

2-Why is the first year so difficult for the new teachers?

3-What do teachers actually need to eliminate and avoid this kind of problems?

Hypotheses:

On the basis of these questions we put the following hypothesis:

1-As a novice teacher they may face different kinds of dealing with other parts of the teaching-learning situation such as administration stuff colleges and learners.

-Problems concerning learners and the use of mother tongue.

2-The lack of self-confidence and non-well prepared teachers create many problems and challenges to them to deal with their new situations.

3-In order to solve the problem there are many techniques that are useful or worth to take into consideration for novice teachers.

Research Methodology:

Participant of the study:

Novice teachers from different middle school and different state.

Data collection tools:

In order to describe the challenges facing new teachers in the first year of their career we suggest structured questionnaire to the novice teachers.

Methodology:
In our study we use the descriptive method in order to describe the challenges facing novice teachers in the first year of their career, we have used this method because it seems to be the appropriate one to acquire and gather more information about our problem.

The structure of the study:
    This research is divided into three chapters. The first and the second chapter are a theoretical part. While the third chapter is practical one, is analyses the collected data gained from the questionnaire.

Theoretical part

Chapter one:

The needs of new teachers.

Introduction:

Teaching is a process of providing opportunities for students to produce relatively permanent change through engagement in experience provided by the teachers, and teachers are the most important key to success.

The general aim of this chapter is to identify the qualities of an effective teacher and the strategies that teachers use to teach. This chapter also introduces the attitudes of learners towards learning English language. Moreover, this chapter will show how teachers can control their lessons and classes, the methods of teaching and also how to prepare a lesson plan.

1-Teaching Strategi*es:*

Classrooms are differing, each study room brings collectively college students with different competencies and personalities. Since each pupil has exclusive capabilities, a few analyse things by themselves, and their classmates, a few analyse quicker than others. Because of this difference, it turns out to be a mission for instructors to enforce approach that assist out to complete class.**Mahanta.P.2019**

The content of your teaching will necessarily make some strategies more suitable than others, but instructors of any field can make intentional use of transformative learning theory. **McGonagall, K (2005),** That mean the strategies that teachers follow in classroom are depend on the content of the lessons and curricula. The teacher must be a decision maker to choose the appropriate strategies according to the process that he\she uses. It is impossible for new teachers to come up with effective teaching strategies to their classrooms that cover all the needs of learners. But they must prepare themselves for teaching different learning preferences of learners as much as possible.

So here are some effective teaching strategies that can help student to improve their learning abilities:

1-1Visulazition of information:

Some learners can summarize or process facts that they have learned in classroom just by eyes (visualization). This great method helps learners to remember what they have learned. Teachers also may use some visual tools to help visual

learners understand and remember well the information's, for example: they may use KWL chart, T table, Venn diagrams …...**Mahanta.P.2019**

1-2-Students led classroom:

Students may have led classrooms and teach their classmates in effective way. the role of the teacher is encouraging his students to be teachers, its gives them self-confidence and prepare them to become a teacher. Teachers can give opportunity to their students 10 min at day at least to explain the lessons, this can help students also to learn from each other. **Mahanta.P.2019**

1-3-Implementing technology in the classroom:

Using the technology and the internet in the classroom is a good idea that helps both teachers and learners. Learners can use their laptops or tablets in classrooms. And the teachers can suggest for them some games to learn faster and acquire new words and new information.**Mahanta.P.2019**

1-4-Differentiation:

Every kid has their own fingerprints, and each student has his or her own personality and learning style. Not all students will grasp the concept or have the same level of ability. The majority of students understand that they are not all the same in the classroom, and that some have athletic abilities while others do not outstand academically. **Tomlinson,2000**

-It is important to diverse between methods in the classroom, for example using differentiation in classroom to motivate students and help them to be more confidence in themselves. Teachers can use different tasks based on the different abilities of learners. It is important for students with low capabilities to improve themselves. **Mahanta.P.2019**

1-5- Inquiry based instruction:

An effective strategy that helps students to become independent learners, is when teachers motivate them to ask interesting questions in classroom, by asking those questions learners get to be involved in the learning process. This strategy helps learners to develop relationships with their classmates and everyone show their abilities and that motivate them to learn more.**Mahanta.P.2019**

2- Non-native teachers: The impact on trust:

Both native or non-native speaker of English can teach English language. Non-native English teachers were born in a non-English-speaking country. There is in some countries English teachers how speak English as a foreign language, not as a mother tongue, in Algeria for example, and that may influence on teacher's confidence in themselves, they will face some problems, like the lack of English culture, and the lack of a comprehensive syntax for the language, which is what he might face while performing his work as a teacher, and many questions learners will ask and that may embarrass him.

In **1990Quirk** said that all non-native varieties are merely inadequately learned versions of the correct native varieties, and as such, they should be avoided. At all cost, native-teachers varieties should be avoided, and English learners should aim for a native-teacher's variety. In other hand, **Cook (1999:185)** contends that native speaker proficiency is an unrealistic goal for second and foreign language learners.

3-Quality of the effective teacher:

-Teachers are one of the most important members of the society, and teaching is a noble profession, so teachers must do their job as well and effective as possible.

-All learners appreciate the teacher who is passionate with his job, the teacher who inspire his learners, happy and satisfied with his job, everyone hopes to have a teacher with the qualities of effectiveness, how is positive, patient, clear, active and well prepared. **(Lam.C,2004)**

-The effective teacher is the leader who must pay attention to all what is related to learners in the classroom from all the sides so he can be able to transmit his knowledge and develop the learner's skills.

- Effective teachers offer many benefits to students with respect to thought-provoking environments, structure and stability, feedback and goal setting, knowledge and skills, analysis of weaknesses, conditions of curiosity, hands – on training, teamwork opportunities, and education as per individual's needs **(A. Clement, Roland Rencewigg. P 2020).**

_Teachers should offer their student with benefits and respect. In addition: Effective teaching can be defined in many ways including teacher behaviour (warmth, civility,

clarity) teacher knowledge (of subject matter, of students), teacher's beliefs are elements of effective teaching **(Good T.L. Wiley C.R.H., Flores I.R. (2009).**

Effective is defined as having an effect, producing an intended result **(Wong &Wong, 2012, p.3). Kyriako (1997, qtd in Nicholls, 2004, p.16)** defines effective teaching as (that) which Successfully achieves learning by pupils intended by the teacher.

-According to **Dunne** and **Wragg (1994, p.1)** a competent teacher knows and understand the content of the subjects and themes being taught, as well as how to lead a class, explain clearly, ask intelligent and appropriate questions, and monitor and assess learning.

-Bellow we introduce some characteristics of effective teacher:

3-1-Positive teacher:

A positive teacher is the teacher that enter his classroom with a beautiful smile, may smiling is not easy for some teachers who have problems in their own life, but it is important to smile with the students, your learners deserve to see this beautiful smile to feel more comfortable with their teacher. When the teacher enters his classroom he must keep outside his personal life, and his problems. Let your students feel that their teacher is a hero and a good idol. Teachers should always think about their learners be positive and happy with them and do not let other people bring you down. **Lam, C,2014**

3-2-Prepared teacher:

A good teacher always has a lesson plan in hand which means that they always may prepare the lesson before the class for effective teaching. Effective teacher prepares their lessons at home not at school. Teachers should know the content and the curriculum (what they should teach) and they should know why they teach. Teachers should not only present the lesson; they should present it in the way that attract the attention of learners. When the teacher plans the lesson he should firstly know the needs of learners and plan the lesson according to those needs. They should take the time into consideration and they should provide their lessons with effective materials that make learners enjoy the lesson.

-Preparing does not include only the lesson plan, teachers should prepare themselves, they must trust themselves and trust their abilities, because self-confidence is an

important characteristic for teacher and for learners also, they must feel that their teacher is the source of knowledge and self-confidence.(**Derrick Meador, 2019**)

-It is important for teachers to have a thorough understanding of the subject they teach. However, subject information alone is insufficient to ensure that teachers are efficient and that students achieve success in their studies. Teachers must also be aware of their students' preferences and learning styles in order to be successful in education.'' The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem if we have not learned the extensive motivational knowledge base, then our choices, are limited '**Alderman, M,2004, p.15**

3-3-Patient teacher:

It is just a reality that in a world accelerated by technology, the concept of patience can become muddled. Teaching is not an immediate process; it necessitates the patience of a hunter. Don't get me wrong: no teacher should be expected to have much patience with students who disrupt the work of others due to their lack of discipline, immaturity, or indolence.**Times.R.2017.**

-The most important quality of effective teacher is patient. The patient teacher is the one that is patient with his learners and their parent also, the one that help their student to success.

The teacher who loves their work. The teacher who bears the problems of the profession in general, and the problems of students in particular.

-It is important to notice that there is no perfect teacher, because the effectiveness of teachers needs a wide range of subject knowledge and a large repertoire of professional skills.

4-The attitudes and motivation of students towards English language:

4-1-Attitudes:

Attitudes are extremely important in language learning because they allow pupils with positive attitudes to mitigate the negative effects of any failure. The reason for this is that they do not apply the unfavourable assessment to all of their abilities and life circumstances. As a result, the concept of attitude plays a significant

role in determining the rate at which a person learns a language. (**Donna Starks & Brian Partridge, 1996**)

Firdevs Karahan states that "positive language attitudes let learner have positive orientation towards learning English ''. That mean that attitude is very important in language learning, the positive behaviour towards English language, and negative attitudes leads to negative behaviour.

The concept of attitude:

-Attitude is described as a state that comprises thoughts and feelings and is widely acknowledged as a key concept in understanding human behaviour. (**Latchanna&Dagnew,2009**)

Learning a language might be hampered by a negative mind set(**Elis,1994**). However, a student's negative attitudes can be changed into positive ones, making it easier to achieve a positive outcome. (**Lennartsson,2008**).

Since student attitude is such an important part of learning, it should be incorporated into second language learning pedagogy. Learning attitudes are thought to affect habits such as book selection and reading, speaking in a foreign language and so on. Particularly in the field of education, if students have positive attitude towards any subjects, they can accomplish a lot in that field. Language learning and the world in which the students grew up have an association. Both negative and optimistic behaviours have a significant effect on language learning performance .**Gajalakshmi (2013),**

These three dimensions can be used to examine the principle of attitude. Each of this dimensions have unique characterstics that influence language attitude definition is divided into three parts: behavioural, cognitive, and affective. These three aspects of attitude are founded on the three psychological approaches of behaviourism, cognitivism, and constructivism, humanism and so on. **Gajalakshmi (2013),**

4-1-1-The behavioural aspect of attitude:
The behavioural component of attitude is concerned with how people act and respond in specific circumstances. In reality, effective language learning allows students to identify with native speakers of that language pick up on or adopt different elements of the members' personalities. of the target **Gajalakshmi (2013),**

4-1-2-Cognitive Aspect of attitude:

This element of attitude refers to language learners' attitudes about the information they acquire and their comprehension of it during the language learning process. connecting previous knowledge with new knowledge, generating, testing, and applying new knowledge in a variety of circumstances are the four stages of the cognitive attitude .**Gajalakshmi (2013)**

4-1-3-Emotional Aspect of attitude:

Feng. Rand Chen .H (2009). stated that, '' Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield '' Learners may use attitude to convey whether they like or dislike things or circumstances around them. It widely acknowledges that learners' inner feelings and emotions have an effect on their experiences and attitudes toward the target language. **(Choy S.C & Troudi. S,2006)**

4-2-Motivation:

Motivation of students towards English language is very important in order to collect good result. According to **Gardner (1985),** motivation is a ''combination of effort & desire to realize the goal of learning the language as well as it has positive attitude towards learning the language '' **Nation P. (2014)** pointed out that learning a language necessitates a high level of motivation on the part of the student because language learning entails a lot of daily work in order to understand the language desired linguistic result. Brown **(1987)** defines motivation as '' an inner drive, impulse, emotion or desire that moves one toward a particular action '' **(cited on Bachtiar KR-2011)** The success of students is determined by their academic level. enthused about learning a language **(Gardner, (1985).**

4-2-1-Types of motivation:

4-2-1-1-Instrumental & Integrative Motivation:

Instrumental motivation is important in language learning. Is an urge among learners to learn the target language in order to obtain a job? salary, bonus or acceptance into colleges. **(Rehma et all ….,2014, cited on Anjomshoa & Sadghi 2015).** in other words, by L2 learning, students are instrumentally driven to obtain social and economic rewards. **(Gardner and Lambert (1972).** According to **Anjomshoa &Sadghi**, **(2015)** an instrumental incentive seeks a reward from outside

sources. A reader, on the other hand, is interactively minded. when she or he learns a language in order to be a part of the native population, she or he is inspired society, to act as if they were native speaker **Falk, (1978).**

To sum up most of the scholars agreed that attitude and motivations are an essential part of learning a language.

5- Controlling lessons and classes:
-**Plato has rightly said: '**Do not train students to learning by force and harshness, but direct them to it by what amuses their mind, so that you may be better able to discover with accuracy the peculiar bent of the genius of each '**'**

-Classroom is not just for learning, but also a chance for learner to express their feeling and show their abilities and ideas and develop it. It also the place to grow and succeed together.

Jacob Kounin and other theorist like: **Glasser, Curwin, and Medler are** believed that if students were engaged in their lessons, they would be less likely to misbehave

-Teachers should take into consideration their students in their decision making processes. If the student enjoys the lessons and feel comfortable they will have less misbehaving and focus on the lesson. **Canter** believed that parents should know all the good or bad about their children to feel that they have a significant role in their children success.

5-1- Controlling class:
Controlling classes need a strong patient from teachers because classes have many problems such as: indiscipline of student and we should mention that discipline is the most important problem that teachers face, uninterested learners, who came late to the classroom and this problem is may be a result of the lack of the lessons.

Teachers should be well prepared to control their classes and motivate their students by providing a good environment and enhance students' abilities and self-esteem.

Teachers can do some strategies to control their class, for example he or she moved around the room and give student non-verbal cues by doing jesters, stop and look, get closer ….

Anything that can the teacher do in his or her classroom such as setting the scene, decorating the environment, arranging the chairs, engaging with students, and managing their responses are all things that a teacher does in the classroom has an effect on classroom management.   Creating routines, creating rules, and communicating such rules with learners.**(Katharina Sie berer, 2006)**

Teachers have a variety of classroom management tools at their disposal. Let's start with three different management approaches. These three approaches to classroom management form a continuum, with the self-discipline approach at one end and collaborative approach at the other. to the instructive approach, and to the desist approach on the other end of the spectrum.

5-1-1-The Self-Discipline Approach:
The self-discipline approach is based on the assumption that students can be expected to think critically, to reflect on and control their actions for the good of themselves and others those who support it. Teachers, according to a democratic view of classroom management, must demonstrate dispositions. students should be treated with dignity, honesty, confidence, acceptance, and empathy so that they can learn. construct and maintain a working teacher-student relationship.

5-1-2- The instructional approach:
Teachers who use an instructional approach to classroom management are less likely to have problems, by actively involving students in high interest classes, most management issues can be solved based on their preferences, desires, and abilities. As a result, students are encouraged to participate, attend training, engage in activities positively, and control their own actions.

5-1-3- The Desist Approach:
The desist approach to classroom management places full responsibility for control class on the teacher. To regulate student activity in the classroom, the teacher defines and enforces a set of basic rules. Because of the desist approach to class-based models, teachers with control class have the authority to deal with misbehaviour aggressively and efficiently.**(Maria Montessori)**

5-2-Controling lessons:
Teachers are always go to the classroom in order to teach and provide students with knowledge and information's, and this does not happen without presenting the

lesson in a smart, effective and attractive way. So teachers can control their lesson by preparing the lesson and using some techniques to attract learner's attention to the lesson.

The integration of the teaching environment and learning has been described as management of instruction, experiences that are in line with the goals to put it another way. Teaching technique is a set of similar concepts, procedures teaching, receiving input, rehearsals, and identifying target behaviour and teaching tools are some activities within these processes. **(Aydin,2000, Basar,1999, Burden,1995).**

The effective teachers should know how to focus students' attention. Teachers should be aware of sensitive ways in which instructional methods should impact students with special needs, such as inattentive or hyperactive students, whose focus should be directed to the lesson and basic activities during the class.ie. teachers should take into consideration learners style and preferences, to awake and develop the talents and abilities of the students.

Below there are some effective strategies to control the lesson:

5-2-1-Building a strong relationship between teacher and students:
        Teacher scan build a strong relationship with their student by doing some simple strategies that is more important for learners, for example when the teacher enter his classroom say Hello with a beautiful smile then ask them how are you? how was your day? this questions attract student's attention and they will be ready for the lesson.

Teacher scan share with their students a personal stories and show them his interest on their interest by asking them about their hobbies and what they like.

Bryan and Bryan (1986) maintained that in order to get a student's attention, the instructor should consider three factors: the difficulty of the skill, the child's status, and the desire to improve and grow the skill that is appropriate for this student's level and interest.

Collins and Repinski quoted in Wubbelels and Brok (1994 :20) state: 'Relationships are typically defined as enduring connections between two individuals, uniquely characterized by degrees of continuity, shared history, and interdependent interaction across settings and activities ''. A good relationship in

classroom is very important because learners spend a much time in class than at home.

5-2-2-Establishing classroom environment:

Teachers should establish good weather in the classroom by selecting good activities that make learner more comfortable in the classroom.

The good or bad environment will effect on students and it either help or hinder learning.

By building and sustaining a supportive school environment that encourages well-being and addresses obstacles to teaching and learning, school psychologist may collaborate with other student and support personal to enhance classroom climate. **(Adelman & Taylor ,1997).**

The layout of the classroom setting can influence student behaviour in ways that don't always necessitate teacher involvement, but it's worth thinking about. **(Smith & Misra. 1992)**

5-2-3-Attract students 'attention:

Teachers can predict how students will behave in terms of their attention by looking at the impact of controlled by a mother's engagement with students during problem-solving academic proficiency this means that the parent-child relationship must be good. **(Reeve ;1991).**

Spinellie (1998) state that there are many reasons why students aren't paying attention. These included a lack of self-awareness, a lack of organization, and poor time management, and inconsistency in result, academic under achievement, and cognitive impairment. Fatigue and motor dysfunction are two of the most common symptoms. It's a brain disorder of some kind ineffectiveness.

Bloom (1976) believed that learning would be improved and student's performance would improve if they were given more opportunities. Their focus is drawn to the learning practices and assignments.

6-Methods of teaching:

Teaching method is a broad term that can be used in a variety of ways depending on the teacher's personality and the skills that students are learning.

According to **Bell (2003, page326, cited in Hall 2011, p76)** '' offers a challenge for anyone wishing to enter into the analysis or demonstration of methods ''

The teacher is the designer and decisions maker who can choose the appropriate method of teaching in his lesson plan.

A method is the implementation of a theory and its identifying the roles of the teacher and the learner.

There are many different methods to teach a second language, bellow we describe eleven of those methods:

6-1-Grammar Translation Method GTM:
       Thornbury (1999 ,2) define the grammar as: '' The study of the syntax and morphology of sentences. It is the study of linguistics chains and slots. That is the study both of the way words are chained together in a particular order link in the chain ''

Grammar translation method or GTM is the most traditional method based on teacher centred, it focuses on translation, that mean teaching the target language by using L1.

The main focus of GTM is teaching only grammar rules and vocabulary and assisting the students in learning the language based on his or her own prior knowledge.

6-2-Direct method:
       This method it came as a reaction to GMT, its aims to teach target language without using L1 and its concentrate on direct communication in classroom by using gestures, discussion, repetition, dictation and other methods …

The direct method was established in the late nineteenth and early twentieth centuries in France and Germany, and was dedicated in the United States by **Sauveur** and **Maximilan** Berlitz. **(Richards &Rodgers, 2001).**

6-3- The Audiolingual Method:
During and after the Second World War, the need for strong oral and aural mastery of a foreign language promoted the creation of the Audio-lingual Method. Moulton**, between 1961 and 1963(Stern, 2001)**

This method helps the American military to learn second language (subjunctive language), by memorizing patterns and it focus on drills and repetition. Its closely linked to behaviourism.

6-4-Community Language Learning CLL:

The main aim of this method is for learners to work together as a group to learn. It's based on L_1 and translated into the target language, which learners inferring L_2 from the translations. The teacher's position is that of a counsellor who assists students in reaching their communication goals by translating knowledge. This approach assists students in forming a bond with their classmates.

6-5- Suggestopedia:

This method was developed by the **Bulgarian psychiatrist-educator Georgi Lozanov.**

According to this theory, a comfortable yet centred state is ideal for learning. Suggestopedia uses music, a comfortable and calming atmosphere, and a close relationship between the teacher and the student, similar to a parent-child relationship, to achieve this relaxed state. The method revolves around music in particular.

The instructor provides a calming atmosphere by playing classical music to assist the brain in processing information. The human brain processes information more effectively while it is relaxed.

6-6-The Silent way:

Was originated by **Caleb Gattegno in 1972.**

Gattengo view that the philosophy behind silent way is that teaching should come second to learning. To put it another way, the fundamental learning philosophy holds that learners are responsible for controlling and directing their own learning, while teachers are there to support them. **(Caner.M.)**

That mean silent way is based on the premise that learners are learn more effectively when they explore language for themselves, and the manipulation of physical objects should be linked to learning.

6-7-TPR: Total Physical Response:
   The total physical response method was developed by **James Asher in 1960 (Richards & Rodgers).**

   According to this author, direct speech directed as students, such as commands or instructions, causes physical responses before verbal responses. The approach incorporates playful gestures that help to relieve tension and create a positive environment. The student will be in a better mood, which will help with the learning process.

This method based on developing speaking and listening.

6-8-The Natural Approach:
   This approach was created by **Stephen Krashen.**

   The natural approach is designed to develop basic personal communication skills, both oral and written. It was not developed specifically to teach academic learning skills, although it appears reasonable to assume that a good basis in the former will lead to greater success in the latter. The **natural approach by Stephen Krashen & Tracy D. Terrell.**

Its aims are to teach the process of learning L_2 as similar to the process of learning L_1.

6-9-Communicative language teaching:
   Its developed by **Charles Curan in 1972. It** is concerned with the classroom relationship between the teacher and the students. It is a teaching methodology focused on the belief that learning a language entails learning how to communicate outside of the classroom. The teacher is a facilitator helps their learners to communicate effectively in English.

6-10-The PPP Method:
   The PPP method i.e. presentation, practice, and production. In the presentation stage the teacher present the key aspects such as grammar and guides the students to understand the lesson. In the practice stage teachers gives questions to assesses the students' vocabulary and knowledge. In the production stages teachers gives students tasks to use what they have learned.

Baker (2000 :23) state that one of the best ways to help students achieve the lesson's objectives is to add new material in the early stages of the new language this is ''presentation stage''. After that students must have ample of resources and activities to assist them in putting the latest information into effect, this is ''practice stage''. Finally, students need time to get used to the new system, this is the last stage ''production''.

6-11-Task-Based Language Learning:
It created by **Prabhu (1987)** and it was created to fill the gaps of the communicative approach **(Richards & Rodgers,2001).**

It makes an attempt to describe what ought to be. Language is studied as a tool for communicative rather than as a formal topic.

It is a non-profit organization whose mission is to teach communicative practices that incorporate and facilitate various communication processes.
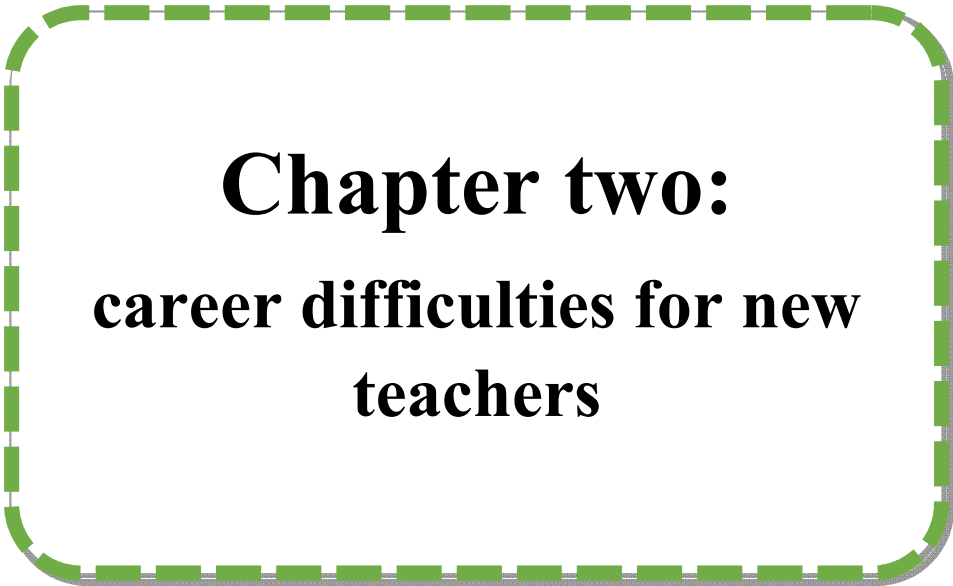
The best method:

The best method to use is determined by a variety of factors. For example: if learners are preparing to be translators, the best method is grammar translation. Alternatively, if students are preparing to work in a business that requires them to communicate in English, so the communicative approach is the most effective one. So selecting the best method is depending in the learners needs and the purpose of teaching.

Conclusion:

The first chapter was a theoretical part of the study. This chapter included teaching in general, it deals with the strategies of teaching, it describes the quality of effective teacher, and the non-native teacher. It also included the attitude and motivation of students towards English language. It shows the teacher how to control classes and lessons, and finally it dealt with the methods of teaching.

The second chapter will attempt to describe the challenges and problems that face new teachers in the first year of their career.

Chapter two:

career difficulties for new teachers

Introduction:

Because of the complexities of the education system, many countries have developed multiple techniques for preparing and supporting new teachers. the recent rapid and significant societal changes as well as major educational reforms, new teachers must be active in this process, hence, teacher education and promoting professionalism among teachers has become an almost universal feature of the educational scene. This chapter start by presenting the educational challenges that happened in the education system and how the crowded classroom are huge problem that make several challenges to the teaching process, then identify the classroom management and the teacher how effectively manage a classroom, also we mention the formation system and the professional development of the teacher and the importance of teacher training to be ready for the profession, and the necessity for the technological means in teaching process another concern of this section is the novice and experience teachers and the characteristics of both, by the end the factors that affect the novice teachers performance.

1-Educational challenges:

There are many of the technologies, advances, and inventions that have touched the world have reached the educational side to become advanced and are considered the means by which education has become visible and varied, but many of these advancements and improvements have a negative aspects, which has led in many challenges in the educational system, for teachers thedissemination of the teacher from the education system to the world of work will be helpful to the teacher, because he is already part of the system, and the teacher faces many problems, which make his teaching performance very weak, so they cannot meet all the needs of learners, and d prove his skills and abilities in a comfortable way. All changes in the education system have brought specific challenges to the teaching process like classroom management, teaching materials, motivate learners, and deal with learners' problems in crowded classrooms. Facing problems and learners' misbehavior when there is a problem, and how to effectively use technology in the classroom to teach in a simple way

1-1-Crowded classroom:

In our schools and universities education system, overcrowded classroom is a huge problem that effects student learning, teacher's performance and administration in all the stages, teachers themselves will face the big side of the problem, this issues include discipline, noise, evaluation problems, attracting student attention, controlling the class, locations section (Fatima, Mushtaq, Fatima ,2019) an overcrowded classroom will create a negative impact on the teacher and the learners.

 teachers specially novice teacher will face many challenges because they are already new for the domain so they will face difficulties in controlling the class and make learners under his roles, also they cannot perform well to transmit the lesson for them in way that make the class success, as results novice teachers will not know how to assess the level of his learners understanding because usually over crowded classroom are very nosey so they cannot learn better. This what obliged the teacher to know how to manage a classroom and how to control it although he will face more challenges.

1-2-Challenges facing teachers in crowded classroom:

Today's classroom is much more difficult and complicated than in years past, after the studies conduct by Fatima et all (2019) the results of the research show that there are many challenges and difficulties that teachers and learners will face in the classroom, teachers face the problem of subject management in the class therefore the entire time is wasted on classroom because the teacher tray to control the learner's behavior to start the lesson or an activity. in secondary position, in overcrowded classroom teachers found difficulties in seating arrangement, because of their huge number so cannot evaluate them in correct way 100%, the teacher also will find it hard to keep student attention and asking or answering questions because of the noise, in the classroom management teacher will do his best to control the classroom and avoid all the problems so he can perform effectively and make an effective classroom management.

1-3-Classroom management:

The term "classroom management" has been interpreted in a variety of ways, depending on which aspects of it one is interested in, philosophical positions held, and organizational approaches used. The following are some examples of various perspectives on classroom management.

• It is a component of effective teaching as well as a method for creating a productive learning atmosphere (Good and Brophy, 1997).

• It focuses on student behavior, especially discipline issues, as well as low learning motivation and low self-esteem issues (Campbell, 1999).

• classroom management is a systematic instructional process used by teachers to guide student toward successful role compliance in the classroom (Kaliska Patricia,2002).

Classroom management includes Teachers effective mastery of the skills and strategies needed in the classroom, so the teacher can improve himself and perform according to his experience and knowledge, according to Zakaria et al Classroom management is essential skills for teachers to acquire for teachers well-being and for student academic progress and well-being, classroom management is comprised of many factors such as classroom proceeding, establishment of rules, classroom setup, materials, and behavior management, classroom management is concerned with more than just curriculum and student behavior; in a broader sense, it can be considered a way of achieving the broader goals of learning environment. There are two specific purposes of the Classroom Management for starters, it's a prerequisite for creating a welcoming, supportive learning atmosphere. a healthy learning environment will effect teaching and learning process. Second, it is a constructive and developmental approach to promoting learners' personal, cultural, and emotional, (Ming-tak and Li Wai-shing, 2008) As novice teachers it is not that much easy to teach, new teachers' teaching methods are often limited, according to Freiberg (Freiberg, 2002). Typically, these teachers have not been taught how to create a constructive, well-organized learning environment, which is critical for both their teaching and their students' learning.

1-3-1- how manage a classroom:

Classroom management refers to the skills and abilities of teachers to promote learning because well-manage classroom can improve learning process, so he must meet all the learners needs and work hard for the class success. There are a number of strategies so the Teacher can perform well and make sure that he is going to on the right steps:

Strategy a : create an effective learning environment:

In the long run, the energy and time the teacher put into the annual plan and think about potential pitfalls will help, also If the teacher one step ahead of students and their daily needs then teacher will manage more smoothly when encountering unexpected situation, if the teacher were ready students will recognize and follow classroom routine earlier and easier.

Strategy b: establish classroom procedures:

Classroom procedures explain how to carry out every day task, until procedures are normal the instructor should teach and model them, for the reason that teaching procedures for classroom routines is essential in order to create a particular and well-structured atmosphere.

Strategy c: create a motivation environment:

Create an attractive and enriched environment in classroom help climate that encourage learning for example; ask student to decorate their own classroom to get them interested and if it all necessary use student work to decorate, use some technological materials in the classroom, some games to motivate them more to learn, verify and demonstrate good work and make sure to engage all the students.

Strategy d: **make every minute count:**

Despite the fact that the enlargement of the curriculum the teacher do his best to start on time and ended on the time also, by the end of the school year, the few minutes of Class time saved each day may add several hours of additional academics guidance.

Strategy e: make everyone engaged:

The teacher must make the pupils feel that they are all concerned with the success of the class and that they should participate in its activities and how they are all important members, students are more engaged in learning when they are challenged to think so both of the high and the low achievers should be expected to engage in class discussion and answer questions and do activities to prove their skills and develop their learning.

Strategy f: teach life skills and good learning habits:

As teachers you will teach student many essential skills when working to build an organized learners-centered classroom, when they acquire those skills student can grow into nature, confident and successful adult who contribute positively to their communities and society as a hole, they known as character skills or life skills.

Strategy j: Be creative:

The Teacher may believe that his/her teaching methods and techniques are constrained by a lack of resources, experience colleagues on the other hand are known for devising novel way to best use and/or construct teaching and learning tools.

Strategy h: use project design and management techniques:

Teacher should consider Classroom management as a project management and design a member of techniques that he/her going to follow in the classroom management.

1-4-The importance of the effective Classroom management:

The importance of the classroom management has been emphasized in various analytical studies, and this is the main variable that effects student performance (Marzano,2003)the most obvious reasons is that effective Classroom management lays the foundation for teaching, according to Emmer and strong (2001)"the ability of teachers to manage the classroom and the behavior of students are critical to achieving positive academic results "the classroom atmosphere also affect how student behave and how much they value teaching maintaining, a good classroom environment requires establishing roles, procedures, and standers, implementing classroom routine, prevailing problems from occurring also establishing clear standards of behavior and instilling respect and sense of community among students, in addition, teachers must be friendly, polite, respectful, patient, fair, and willing to help student when needed because they play a very important role in the education process.

1-4-1- the Teacher role:

Teachers play a virtual role in the classroom management, so they are responsible for building a well-organized classroom for students to succeed.

according to Ornstein (1990: p57) successful teaching depends on the teacher's ability to manage learner's behavior, in other words successful classroom management depends on the Teacher performance in teaching. Therefore, the Teachers abilities include not only skills and techniques, but their ability to prevent potential problems, it is also important to pay attention to the fact that Teachers behavior can cause learners behavior problems, Lesley (1987 p285) pointed out that if teachers do not supervise Classroom activities, it may actually be the cause of the classroom management problems.

1-5 Dealing with turbulent and misbehavior pupils:

Student misbehavior can effect on student learning and on the Teacher performance while they teaching a specific lesson many researcher have identified strategies to deal with students who miss behave and make sure that they will be effective in classroom, the most common positive rather than punitive strategies include praise and talking with the learners (Axup, T & Gresch, I ,2008) Opening the door to dialogue with a student is one of the most important steps in determining the cause of misbehavior and treating it by providing advice and support in order for them to improve. Praising them for their improvement and even progress has a noticeable effect on the student's psyche.

Hoffmann (et all 2009 p 08) State that all teachers reported using some verbal or writing praise each week , also a predominance of teachers reported using some form of verbal or writing praise to their parents and some time they bring tangible rewards each weak and using incentive ,by using this method the learners will be more motivated and feel like he is a successful member in the classroom that what he make him stopped, others positive strategies that including student involvement in instructional activities and putting some responsibilities on student what he make him more active and far away from the problems in classroom (Mc cready & Soloway .2010, sun) use activities and give problems to solve is one of the tools that teacher can use to attract learners attention, on the other side Atici & Zakaria (2013) as behavior modification tool, alert were suggested another technique for dealing with misbehave student is to use a combination of both incentives and punishment , in some cases the Teacher obliged to practice another way which is punishment to make end for the wrong behavior so the learners limited from Random behavior and acceptance of the idea that it is under the leadership of the teacher and that there is

roles he must follow. According to Allen (1996) about 50%of the instructional time in poorly managed Classroom is lost due to student misbehavior and being off task of the time lost, 80%is attributed to talking without permission.

2- The teacher formation:

In the educational environment of Algeria universities usually do not provide Student with any teaching preparation because simply they do not have such teaching assistant service to discuss instructional at all, future teachers or novice teachers shoulder all the responsibilities of becoming a teachers and start their career with limited preparation ,once they start teaching they face many difficulties ,this often encounters challenges not only because they require teaching preparation , experience and skills in terms of luck they really missed something more serious ,in some cases the luck of subject matter and Teaching assessment skills may cause new Teachers to lose confidence in themselves ,and despise and complain about their own profession ,all this due to training failure and professional development.

2-1-Teacher education:

Teacher education is a program related to Teacher competence and ability development it help novice Teacher and enable them to have the ability to meet the requirement of the profession and deal with challenges therein ,it refers to the pre service and service that adopts formal and /or informal method in the program ,this is an ongoing process focused on the professional development of the teacher (UNESCO 1990 p 02) broadly speaking it refer to all planned intervention design to directly or indirectly help teachers better or at least better understand their work the definition can include the following consideration : providing vocational courses for initial training (protectionists) and already employed Teachers (on the job) and academic courses ,it also be extended to courses that provide teachers with relatively information opportunities to learn more about their jobs ,also they can expand into the area commonly referred to as teachers development so that they can know what they will face and the most important steps to follow in the classroom and in the career as a novice teacher.

Teacher education has two basic purposes first, it helps teacher learn and apply important ideas related to teaching. secondly ,it tries to strike a certain balance between teaching and learning how to teach in addition it prepare novice teacher for school and existing curriculum requirements by encourage a critical view of the

school (Loghman and Russell T,(ads)1997) in other words it gives teachers the trust and the support that they need to lead the classroom ,teacher education will make Teachers self-confidence also about their skills and knowledge ,hence ,teacher training is one of the most effective instructional methodology for novice teachers.

2-1-1- Training:

Training is a kind of teacher education methodology ,as the simplest level , training refers to teaching people how to do teaching ,more specifically   it refer to activities that directly focus on the teacher current responsibilities ,usually for short term and near term goals ,as a preparation for promoting to the first factually position ,the expert in a standard training format or methodology (Richerds and Farrell P03) the Free dictionary (2013) define teacher training , usually through formal curriculum work and practice teaching , we consider training as tool to support and develop the teacher Skills and make sure that he will be well prepared to start working also it effect on the teacher performance in positive way that he will effect directly the students learning which is the ultimate aim of the educational process .

2-1-2- Profession development:

Professional development refers to a person growth on his /her professional position in a broad sense `a teacher experience as a result of acquiring more experience and systematically reviewing his or her teaching (Glatthorn 1995, qtd Reamers ,2003 p 09) the teacher need to develop himself in his profusion as Lange (1990.qtd wong ,2011) state that teacher development is "a term used in the literature to describe a process of continual intellectual experiential, and attitudinal growth of teachers ..[it permit] continued growth both before and through a career . In which teachers continue to evolve in the use of adoption ,and application of their art and craft ".professional development is a very successful way so the teacher can develop his educational potential and avoid to be limited only on his previous background because it will affect his path as a teacher also professional development includes formal experience such as attending workshops and professional meeting ,mentoring and many others activities   and informal such as reading professional publication, watching television documentaries related to and academic discipline (Ganser,2000 qtd in Reamers 2003 p 09) .

Novice teachers face many difficulties in learning how to teach , research shows that the transmission from students to teachers is not the easy one ;rather beginning to

teach is now seem as a challenging and complicated process that can have a significant effect on professional growth (Featherstone ,1993 qtd in farrell 2009) , the first year in the domain is the hardest for this reasons novice teachers must go through a variety of preparation process in order to achieve professional development and respond to appropriate to the learners needs .

2-2-The importance of the teacher preparation:

    People are trained in every aspect of the real world ,but it is not always the case for many teachers (wong ,2002).despite that the teaching profession has been marked by continual change ,and because teachers are unprepared to accommodate all this shifts in their jobs ,their most important function is that that they are the only significant influence on student success , demonstrating the teacher effectiveness ,as a result the teacher become the learners most important influence .as wong &wong (2012,p09)insisted that" student achievement is not the product of programs and ideologies, student achieve because of their teachers".so because of their great importance teacher need to involved in the professional development process for farther achievement and to achieve their goals .

even successful initial education program cannot provide teachers with all of the experience ,skills and values he / she may need in his/her career , according to Delanony (2000) because of that Teachers need extensive preparation to highlight their potential and ensure their success on the first day of their work ,the involvement in this preparation will help them to face the challenges that they may found as novice Teachers .(calderhead and shorrock ,qtd Reimers ,2003 p 44) stated that " teachers ,maybe even the majority , have difficulties learning to teaching during initial training and their first few years in the classroom" .this transmission from academic courses to the first Year of teaching has been described as a "really shock" (veenman ,1984,qtd in farrell ,2009) .this chock arises as a result of new Teachers pre-work perception that is deferent from what they planned ,forcing the new Teachers to deal with all the challenges by his own ,and as a result many talented teachers quit the profession after just a few years .

as (wong ,2002) reported " according to existing figures , between 40 and 50 percent of new Teachers will leave the profession within the first seven years ,and with more than two-thirds of those leaving within the first four years" ,as a result teacher must be well-prepared and driven by practical understand of their field and how they deal

with challenges , several research studies have found positive correlations between student achievement and teachers academic skills ,level of content awareness and the use of technology in educational settings ,teachers should be prepared to adapt to the growing use of digital technologies in educational setting to react adequately to their student needs and achieve the desired outcome (Unisco. 2006, p 67).

3-Using technology in education:

    Student today live in a very technological world, most of the students use some form of technology on a daily basis including; texting social networking, and web surfing, student see these types of technology as useful and extremely enjoyable. This very same students that are accustomed to these types of technology will relate to using technology at school (Christen ,2009) the use of technology by pupils was a great incentive to involve it in the education process because it can develop both teaching and learning achievement.

the technology is now the main aspect of school learning and Teaching, if they are used to deepen student participation in meaningful and authentic courses, they are powerful contribution to learning tool. according to (Depaqual ,Mc Na mara ,&Murphy 2003) teachers must model the use of technology to support the curriculum so that learners can see the appropriate use of technology and benefit from exposure to more advanced application that they will use individually when needed and in the future application ,we take as an example computers and the internet they become a part of our daily life so that we can depend on as tool in teaching process , we have a lot of means of technology that we can use in education to help learner how to develop themselves by using it.

3-1/Technological means use in education:

    Due to the invention of the computer and subsequent widespread use of the internet , various types of network technologies and web-based application have been developed, although they are not specifically used for learning and teaching ,this generation of people using them has been considered to be more advantageous in using them in the classroom .as a result, technology has change the way student receive information ,since today's learners are a computer-based generation ,they use many digital tools in their homes and schools , although nothing can replace teachers , technology have reached this recently and pupils are learning by themselves wherever and whenever they want.

There are many technological trends that helped to improve the quality of education such as computer, internet, and mobile phone.

3-1-1Internet:

Tutkun (2011) stated that "internet is a the largest source of information and the best way to quickly share and exchange information with others "also the internet is used as a source of teaching materials , providing information and communication , there are many advantages in using internet in teaching such as student will play more active role which they can depend on themselves to gather information about what they need and follow-up discussions will include more details to make student more dependent , finally students will easily handle a new teaching materials based on student and their skills will be improved , so there are many technoglical means other than internet that contribute significantly to the development of education and helps both Teacher and learners to achieve and improve their skills and make it easier than they were previously this is due to the fact that it has many benefit as increasing students motivation and student engagement, increasing students also to develop their technoglical skills (kvinc costly 2014).

3-1-2 Computer:

The computer is one of the best invention of our time it has been defined as a programmable device that can usually store, retrieve and process data (Mariam , Webster ,Floyed 2003) defines a computer as "computer -related hardware or a combination computers ,software ,such as multimedia computers, deferent types of media (graphics ,audio and video) and network communication tools (email …) also computer can be used in education environment to enhance learning , using computer in classroom to support teaching it a helpful method that teacher can take advantage of it .

the argument of Hokanson and Hopper (2004) was based on the deference between the two philosophical method : teaching from computer and teaching with computer ; teaching through computer includes computer -based instruction, computer- assisted instruction and integrated learning systems, it can be a tutorial ,a game or an independent learning programs, it attached important to the transmission of information and is essentially substitute it provide knowledge and improve skills more effectively(Ringstaff and kelley ,2002).

Hokanson and Hopper(2002) believe that teaching through computer alone can only improve access or efficiency; contrast with computer, teaching with computer has multiple effects because the value on bodied in computer teaching is generative and transformative, the nature of the target and its impact can be felt in many Field .teaching becomes simple that it head to be with use of new technology such as computer in the classroom, and learning has become more enjoyable, allowing you to inspire students to put more effort in ways that they are not bored with. Neetu Dabas (2018) today computer have improved the quality of teaching and enhance learning process with the help of various tools such as multimedia project, power point, presentation etc… traditional Method of teaching can be monotonous, boring and student start getting frustrated but technology is more interesting.

3-1-3 Mobil phone:

Teachers need Technology the Classroom to motivate learners to learn and enable them to use it to learn in the class, mobile phone can be used in many ways ,it had been defined as a phone that you can carry with you and can make or receive calls anywhere you are (Collins English dictionary 2018) however, today mobile phone have many benefit I education, which it have a great impact on student learning, therefore learning through Mobil phone plays an important role in increasing their learning motivation and interest more in learning process; therefore in the theory mobile phone enable student to customize the transfer of information access to meet their educational goals there by making learners-centered learning possible (Shaples get at 2007 p 223) .

Smart phone or Mobil phone have become common among student of all ages, and their use has become more convenient, this according to (Pachler, Cook & Bardley 2009) "smartphone are compact and practical, making them appealing and simple to use for students which also facilitating social and cultural learning opportunities ", connecting via Wi-Fi is a great advantage, because of the ability of these devices to process data Through 3G or 4G networks it gives users great flexibility. In addition, there are others reasons that make mobile phones more popular it contain basic daily information management tools ,such as books, phone books , dictionary, and others that can be used in learning (Tinder, 2005).in addition , modern mobile phone include integrated software ,cameras, Bluetooth media players, Mobil operating system, wireless, connectively tools, and even GPS navigation tools ,with all these

functions and advantages of these devices it imposed on teachers and students to exploit them in the development of the teaching and learning process .these is not surprising that Teachers have considered these device in the classroom for educational process (Creppen, Brooks ,2000. Liu,2007. Motiwalla,2007).

3-2 - Traditional and modern education:

Through the passing time, education has evolved from the use of chalk and blackboard to the use of the technical tools such as computer, internet, among other things; the conventional and modern methods of education are vastly different.

the traditional education placed great emphasis on the teacher then on the student; the teacher has more opportunities to talk during the lesson while the learners has less opportunities to talk, so the learners can only listen and receive information and the teacher bears the entire responsibility, the traditional education relies on the memorizing process and ignoring the use of critical thought also it depends on basic teaching resources such as chalk and wooden board, which the teacher use to make his teaching better (Belias 2013).

many field and areas are undergoing rapid change today, the improvement of the education system and method of teaching which must become more modern and simpler, is on the most significant changes that has occurred, thanks to technology.

the technological revolution if forcing teachers to look for technology that are appropriate for the educational system, as a result Technological tools are used in modern education, it provides a variety of resources for sharing knowledge, the teacher also thought of as reference for his students this helps them to develop autonomy, individual variation in learners and their interest are taking into account in modern teaching. As a result, they have more chances to develop their skills (Belias et al 2013) all this benefits because of the technological materials they facilitate teaching for both novice and experience Teachers and serve the learners needs.

4-Novice and experience Teachers:

Novice and experience Teachers are two distinct concepts that have been identified based on a variety of factors, since the researchers could not argue on a common definition of the term ''novice'' and ''experience'' each researcher defined them according to his own definition.

The definition of novice teachers was easier, as they were to be new to the profession this mean that they were at the beginning of their career or the Teacher who have a little or no experience in the classroom this what Freemen(2001) mention "novice Teachers are Teachers who have worked for less than three years while experienced Teachers they were defined as those who have worked for three years or more" .in addition, Gtbonton (2008) declared that novice teachers are teachers with less than two years of experience in the education field, but the definition of experience Teachers are broad and more complex, so professors and administrator may recognize them as having taught for several years and should be able to attract the attention of their students and motivate them to learn, and be able to successfully control the management of the classroom also if something happens, they can make changes during class to more benefit student and enhance their abilities, which meant that they are masters in their profession.

Experience Teachers have fought for years, so they know very well the teaching techniques and how to develop the learning of their students and look forward to motivating them for more achievement, novice teachers on the other hand, is a beginner to the field of education who has transmission from a learner to a teacher, working to adopt the teaching atmosphere and improve the student's skills and background.

4- 1 / Characteristic of novice and experience Teachers:
According to Tsui (2003), there is a significant difference in some of the characteristics between experienced and novice teachers.

Planning process is the first characteristic, Novice teachers are motivated in their preparation by rules completes, which are after devoid of meaning, this is why new teachers often straggler to put their strategies into action in the classroom as there are contextual factors influencing the overall course of the lessons, also the novice teachers have teachers luck the courage to deviate from the prescribed curriculum or try out alternative teaching approaches that might help them, even though they assume the alternatives are superior to what they are actually doing. experienced teachers on the other hand, are well aware of the contextual variables that must be consider when preparing, experience Teachers know what works and what does not work on their classroom based on their own experience. As a result, they are more likely to break the rules and accept responsibility for their decision

because they are confident that the class will run smoothly, experience Teacher have more autonomy in the preparation process they make changes according to their learners needs and their specific goals (Tsui 2003).

The second characteristics is that experienced Teachers are batter at lesson planning, they plan for less time, but their planning is often more efficient , this is due to the fact that Teachers can draw on their previous experience teaching similar lessons and make appropriate changes, they can prepare with more "ease " because they can rely on their normal behavior and what works well for them, particularly if they are planning something they have previously learned, teachers with more experience are the most proficient in lesson planning because of their past experiences, they have various development and seldom design activities planning also entails recalling how the lesson went the last time it was delivered and deciding whether any changes are receded , novice teachers have no experience or have a limited one that cannot refer to know what their learners exactly need they must devote a significant amount of time and effort to designing program as well as devising methods for establishing and sustaining them Tsui(2003).

The third characteristic, experience Teachers plan and show case and demonstrate their complete and strong knowledge base when planning they will integrate their knowledge of courses, student, teaching method and strategies, including expectations of principles, teachers and parents, Classroom setting and so on. experienced teachers will absorb a wide range of knowledge when planning, including the knowledge of students as a group and as individuals, Courses, classroom organization, student learning and topics.

The luck of experience for Novice teachers is the reason why they cannot benefit from the factors that contribute to the strength of their knowledge. unlike experienced people, new Teachers tends to follow the rules and instruction see by authoritative people because they maintain independence in many things. Moreover, because new teachers spend a lot to take other classes and think about the future plane Tsui (2003).

4-2-Teaching experience and teaching Effectiveness:
        To a certain extent, teaching experience is essential for teacher's effectiveness and   learners   achievement,   experience   Teachers   are   distinguishing   from

inexperienced teachers by the fact that they have acquired knowledge through real-world experience, classroom, practice, and time.

Teacher with a larger ranger of strategies for observing student and creating flowing and meaningful lessons are more likely to succeed, experience Teachers are knowledgeable about the curriculum and learners they teach using a good and effective preparation, methods, engage in interactive decision-making and demonstrate effective classroom management skills. These skilled and successful Education can accomplish more in less time than novice teachers (Mc Cutchoeon,1980). studies of the effects of teacher's experience on student learning have found a relationship between teacher effectiveness and their years of experience (Murname & philips,1981). While many studies have established that inexperienced teachers are typically less effective than more experience one, the benefit of experience appear to level of after about five years (Rosmeholtz 1986) cited in (Linda hamoud (01/01/2000) education policy analysis achieves, Teacher Quality and student achievement volume 8, issn 1068-2341, page 06/07).novice teachers as a result, Face many challenges in demonstrating their success and influence over the classroom in a variety of ways, including interaction with students, administration, as well as their psychological well-being.

5-The factors that affect novice teacher's performance:
The novice teachers arrive at work as a cohesive unit to support the school's long-term development. Mentoring and professional development are two important ways to bring inexperienced teachers into the teaching process when they are new to the teaching profession and the school, two important ways to bring new teachers into the teaching process are mentoring and professional development. Integration with the reality of heavy workloads and problems with students, as well as teaching as a career, may have a negative impact on many people's willingness to stay in this sector. As a result, new teachers need practical and instructional assistance from experienced teachers, a new teacher will be looking for a mentor who can assist them in developing their own professionalism. They would have a negative attitude toward the profession if they struggle. This would have an effect on both the teacher and his career. novice teachers are suddenly confronted with a variety of challenges and circumstances that they were not expecting, such as how to cope with anxiety and coping with students of varying levels and backgrounds, and they lack the skills to

gain from dealing with their colleagues. It is a significant challenge for new teachers to provide high-quality instruction that encourages effective learning and ensures that classroom teaching strategies are efficient, moreover the novice teacher is influenced by his surroundings of students and colleagues, as well as by himself, as a newcomer who will be exposed to psychological stresses such as anxiety and stress that may make his performance going buck or make him lose confident, as a novice teacher he has the right to teach in an environment that helps him develop himself and be able to neglect him despite all the difficulties he faces, this will make it easier for him, this according to a study conducted by Johari Ismail Osman and Othman (2009), inexperienced teachers should be given the opportunity to teach in a positive atmosphere so that they can develop positive teacher efficacy.

5-1-Novice teacher and stress:
        According to Dias-Lacy &Guirguis (2017), a teacher's first year will decide the length of their career in education. New teachers enter the profession with unreasonable expectations that they create in their heads, and when those expectations are met, the result is often a major source of stress. according to Wolgast and Fischer (2017), the teaching profession is linked with extreme stress as a result of heavy workloads, time constraints, and a motivated to achieve well, all these pressures, the performance of the junior teachers will be affected and accordingly it will affect it negatively, teaching is a rewarding career, according to Collie, Shapka, Perry, and Martin (2015); however, nearly a third of teachers are stressed by the following three factors: workload, school (organizational), and student (behavioral) problem, for novice teachers, both of these areas are both a source of interest and a source of concern. Their significance stems from the fact that they are new to the profession and are attempting to acquire expertise and confront them. Difficulties, but some failed attempts can cause anxiety and stress.

Teacher stress not only effect on their health it also causes a teacher attrition, according to Wong et al. (2017). Disciplinary issues, weak student-teacher relationships, and separation of student needs have also been linked to increased teacher attrition. Isolation is a major risk factor for stress in novice teachers, according to the researchers. Isolation can lead to distress, depression, and feelings of inadequacy, and a lack of opportunities for new teachers to express their feelings with coworkers can lead to helplessness. a survey of inexperienced teachers found

that they had unique needs, such as logistical support, peer discussion, and psychological support (Prilleltensky, et al., 2016). according to Wolgast and Fischer (2017), group reinforcement acts as a buffer against parameter tension. Stress may be caused by a lack of support. teachers who do not communicate with their coworkers on a daily basis may be more stressed. novice teachers' success at work, in interacting with students, and in other areas is affected by anxiety and stress, but dealing with colleagues can be a way for them to relieve tension, and they may work with little comfort while taking their orders and advice.

5-2-Novice teachers and colleagues:

According to pedrson and yager & yager (2010) today's education environment, being a highly skilled teacher contingent how well teachers collaborate with their administrators and colleagues, Cooperation and contact with junior teachers and coworkers is one of the most important factors that affects their success in the classroom, as it helps to encourage and improve junior teachers while also causing them to struggle quickly in the educational setting. unfortunately, most teachers, particularly junior teachers, work out of each other's sight and voice, and prepare and attend their lessons and instructional materials separately, which makes their task difficult and makes them difficult. rather than their contact and collaboration with one another leading to the good work, they face greater obstacles and difficulties**(** Inger, 1993; Marshall,2009) novice teachers face many challenges in their career in the classroom that make them feel confused and limited without any suggestions to solve the problem that they face, the isolation that happened to the teacher in his first year make him struggle by their own, novice teachers must overcome their educational curricular and classroom issues on their own.(Inger, 1993)Since the majority of novice teachers lacked social skills, they had a variety of issues with their teaching activities as well as their participation in collective work, despite the efforts to help novice teachers to succeed many still experienced problems, ranged from feelings of isolation to lucking of support from experience teachers and supervisors(Luneburg, 2011)it is an undeniable reality that new teachers face a variety of issues. As a result, the ultimate aim of group work is to develop inexperienced teachers' independent capacity to prioritize difficult aspects of teaching, resulting in higher-quality outcomes and thereby helping to facilitate successful teaching practices, making this initiative worthwhile.

5-3-Novice teachers and learners:

Many new teachers enter the profession with high aspirations and a strong desire to be good educators for their students(Roffey & Rogers, 2004),novice teachers hope to monitor the classroom and the actions of the pupils so that they can become the ideal teachers and make every effort to impose themselves after they enter the field of education, the most critical job targets for them are the classroom and the pupils, and they strive to represent their aspirations and achieve goals and achievements. Junior teachers hope to control the classroom and the behavior of the pupils so that they can become the ideal teachers and make every effort to impose themselves. and to give it their all, however they will encounter students of various classes, ages, backgrounds, and personalities, and since they lack the necessary experience to deal with them, this causes challenges and numerous problems that impede their classroom success, according to Charles & Senter, 2008 et all, many if not all, teachers have had classroom control issues, particularly in the beginning of their careers.
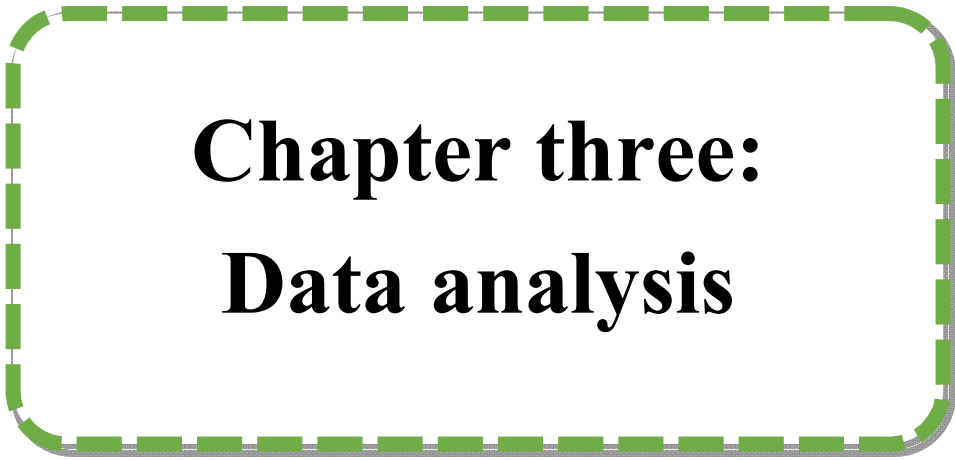
Many factors have contributed to all of these challenges. This is why, for the sake of their students, novice teachers try to minimize the difficulties and obstacles in order to highlight all of their potential and tribal gains. Education is not an easy task in general. Furthermore, their lack of interest in events impedes teachers' development and curriculum management, and the lack of sufficient resources to access it, as well as no prior experience to draw upon, fractures the teacher's psyche, making teaching more difficult than he had expected. (Hover, Stephanie, Yeager& Anne,2004) state that" novice teachers need to face myriad of challenges in their work place, this including an increasing diver's student population and lack of support or mentoring. Despite the fact that effective teaching strategies, such as how to make the best use of resources and create a healthy learning atmosphere for students in the classroom, can be intimidating for novice teachers., novice teachers pursue a positive impact on the pupil in order to focus on them by creating effective solutions and inventing innovative and enjoyable ways of teaching with distinction, as well as creating a suitable atmosphere for teaching each student. all these stumbling blocks Their classroom success will eventually fade, and they will become accustomed to solving problems by depending on themselves, so that the student becomes a source of strength rather than a source of apprehension in terms of acquiring skills and knowledge.

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Conclusion:

There are numerous issues concerning novice teachers' careers; the aim of this study is to understand more about novice teachers' problems and challenges in various fields, with special attention to professional development and teacher preparation in terms of the formation method, as well as educational challenges such as classroom management, crowded classrooms, and student misbehavior. experienced and novice Teachers are different words with different characteristics in their performances; novice teachers struggle to resolve many obstacles in their profession; there are many variables that affect their performances and make it more difficult, such as tension, learners, and colleges in the workplace.

Practical part

Chapter three:
Data analysis

Introduction:

The previous section highlighted a general view about the teaching process especially for novice teachers. This chapter links all the above, it aims is to identify the common challenges that face the new teachers in their first year of their career, in order to investigate to what extent novice teachers were prepare to undertake these new responsibilities and what are those challenges, we prepare a namely teachers questionnaire to discuss the case study and found a number of solutions and recommendations.

Part 01: personal information

1- **You have been hired as an English teacher of middle school as**

	Frequency	percentage
Graduate from a high school of professors	14	70
University degree based on a contest	6	30
Total	20	100%

Through the above table, we notice that the percentage of professors graduating from the higher school of teachers is 70%, while the percentage of professors graduating from the university is 30%, and this is evidence that the university contributes significantly to the provision of jobs for the education sector.

2- **Please select your education level**

	Frequency	Percentage
bachelor degree	6	30
master degree	3	15
high school of teachers	11	55
Total	20	100%

According to the table above most of teachers have studied at the higher school of teachers, and that mean that the higher university level occupies a large place in national education.

3- How many years of teaching experience do you have?

	Frequency	Percentage
1 to 3 years	13	65
4 to 7 years	3	15
8 to 11 years	1	5b
more than12 years	3	15
	20	100%

Most of teachers are novice in their career according to our case study. We also notice that most of the teachers are newly hired, and this shows a positive view of the extent to which the Ministry of Education uses the energies of young people with high training in the formation of future generations.

Part 02: careers and competencies

1- How did you receive your initial teaching qualifications?

	Frequency	Percentage
I attended my initial teaching during my study at a high school of professors	**9**	**45**
I attended a training program for new teachers (by the ministry of education)	**3**	**15**
I attended an in-service teacher training at Directorate of Education	**4**	**20**
I attended an in-school training program.	**2**	**10**
I attended a training program in another educational profession	**1**	**5**
I got professional training with the help of one of my colleagues	**1**	**5**
Total	20	100%

The aim of this question is to know how teachers receive the initial teaching qualification, and we note from the above table that most of the professors who answered the question received training in teaching principles during their academic path at the high school for professors at a rate of 45 and a repeat of 9 professors, followed by the category that received training in the Directorate of Education by 20 and a recurrence of 4 professors. We can say that two-thirds of the respondent's professors they have received training in line with the teaching methods, and the educational lessons were used for the benefit of the students.

2- Have you payed for any professional development activities

	Frequency	Percentage
Yes	**1**	**5**
No	**7**	**35**
Will do in future	**12**	**60**
Total	20	100%

The aim of this question is to know whether new teachers want to develop themselves or not. According to the table above most of the teachers cannot payed for any professional development activities, from that we conclude that: perhaps the lack of money does not allow them to pay for their own development, but most of the teachers answered that they want to enroll in a paid training or wanting to improve their educational capabilities. The teachers' sense of developing their abilities indicates the extent of their passion for education, since most of them are newly employed.

3- Were any of the topics listed below included in your teacher training program or other professional qualification and your professional development activities

	Frequency	percentage
Knowledge and understand of my subject field	**3**	**15**
Pedagogical competences in teaching	**5**	**25**
Student behavior and classroom management	**6**	**30**
Information and communication technology	**2**	**10**
Student assessment practices	**4**	**20**
Total	20	100%

Through the above table we notice that the answers of the professors were varied, and this is evidence of the diversity of training courses as well as the programs directed to them.

4- About how much time per week do you spend reading for your work (e.g. articles, magazines, books, manuals and websites) out of your classes?

	Frequency	Percentage
Less than 1 hour a week	7	35
1-3 hours a week	8	40
4-6 hours a week	4	20
More than 6 hours a week	1	5
Total	20	100%

The majority of the teachers answered that they devote less than 3 hours per week to reading in the fields of intervention and specialization of their teaching, and this indicates that the teachers' science program is either very dense and tired or there is an absence of means to encourage them to read.

5- Do you use mother tongue in classroom?

	Frequency	Percentage
Never	1	5
Rarely	4	20
Sometimes	10	50
Always	5	25
Total	20	100%

Most of the teachers use their mother tongue to deliver information to students, and this is evidence of a major defect in the educational system in terms of training and pedagogy. This defect is due either to poor training of pupils and limited

understanding of lessons, or that there is a defect in the formation of pupils due to the absence of this material from the course.

6- Which teaching style do you use in classroom?

	Frequency	Percentage
Individual group work	3	15
pair work	5	25
One to one	2	10
All of them	10	50
Total	20	100%

Most of teacher's mix between styles in classroom and that mean that teachers are able to use all styles of teaching in classroom.

Part 03: challenges and difficulties

1- Are you experiencing difficulty in the beginning of your career?

(Did you experience any)

	Frequency	percentage
Yes	5	25
Somehow	14	70
No	1	5
Total	20	100%

Through the table above 25% of new teachers have difficulty in the beginning of their career, and 70% of them also face some difficulty in beginning of their career which mean that most of new teachers are face experiencing difficulty in the beginning of their career.

In which area(s) did you struggle with during your first year?

	Frequency	Percentage
classroom management instructional delivery	12	60
parental involvement	08	40
Total	20	100%

The aim of this question is to know the areas that new teachers struggle with during the first year of teaching, and according to the table we notice that 60% of teachers face struggle with classroom management instructional delivery which mean that new teachers face problems with controlling class, and 40% of other teachers face struggle with parental involvement and this show us that new teachers face problems with parents of learners.

2- How often did you have the freedom to try innovative?

	Frequency	Percentage
methods for better learning?	1	5
very often	11	55
Sometimes	05	25
Rarely	3	15
Never	00	00
Total	20	100%

Through the table we notice that 55% of new teachers have the freedom to try innovative in classroom, however 25% of new teachers are try innovative sometimes, and 15% of teachers are rarely use innovative which mean that the opportunity of trying innovative is differ and varies from school to another.

3- What can you do if some learner asks you and you don't know the answer?

	Frequency	Percentage
I don't know	02	10
we will check together	14	70
Will ignore the question	00	00
search than answer him/her later	04	20
Total	20	100%

According to the above table we notice that no teachers will ignore the question that they don't know its answer which mean that most teachers are able to found solutions for vague question, 70% of them will check the answer with learners, and 20% of them will search the answer later, and 10% will say don't know.

4- I had a new teacher orientation program.

	Frequency	Percentage
Yes	13	65
No	07	35
Total	20	100%

The aim of this question is to know if new teachers have a teacher's orientation program or not, and from this table we notice that 65% of new teachers have this program and 35% doesn't have and this is an evidence of poor management of the administration.

5- I received a policy of rights and obligations as a new teacher

	Frequency	Percentage
Yes	10	50
No	10	50
Total	20	100%

The aim of this question is to know if new teachers are known theirs rights and obligations or not, from this table we notice that 50% of new teachers have received

a policy of rights and obligations as new teachers and 50% of new teachers doesn't receive any things, and that evidence of poor management of the administration.

6- As a new teacher, I had a mentor teacher.

	Frequency	Percentage
Yes	13	65
No	07	35
Total	20	100%

The aim of this question is to know if new teachers had a mentor teacher or not, and from the table above we notice that 65% of new teachers had mentor teachers, and 35% haven't a mentor teacher and this an evidence of bad relationship between the new and old teachers.

7- I met with my mentor most of the time.

	Frequency	Percentage
Yes	14	70
No	06	30
Total	20	100%

The aim of this question is to know if new teachers have meeting with their mentor or not, from the table we notice that 70% of new teachers have meeting with their mentor most of time, and 30% haven't, and evidence of nonchalance of the mentor.

8- The school administration frequently followed my progress.

	Frequency	Percentage
Yes	10	50
No	10	50
Total	20	100%

The aim of this question is to know if the administrations followed the progress of new teachers or not, here we have a balance between teachers whom followed by the administration and who are not followed. The50% that doesn't follow by the administration back to the poor management of the administration.

9- As a new teacher, colleagues were available for team work and meetings.

	Frequency	Percentage
Yes	12	60
No	08	40
Total	20	100%

The aim of this question is to check whether the relationships between colleagues is good or bad, and from this table we notice that 60% of colleagues were available for team work and meetings, and 40% were not available and that's and evidence of bad relationship between colleagues.

10- As a new teacher, other teachers helped me make lesson plans.

	Frequency	Percentage
Yes	13	65
No	07	35
Total	20	100%

The aim of this question is to check the relationship between colleagues and also to know whether new teachers know how to prepare lesson plan, and we notice that 65% of new teachers are receive help from colleagues, and 35% of others teachers doesn't receive any help from colleagues and this is due to the bad relationship between colleagues.

11- As a new teacher, students were respectful toward me.

	Frequency	Percentage
Yes	19	95
No	01	05
Total	20	100%

The aim of this question is to check the relationship between teacher and students and from the table we notice that 95% of new teachers their learner respect them and this is an evidence of good relationship between teachers-learners.

12- Students were respectful toward each other in my class.

	Frequency	Percentage
Yes	15	75
No	05	25
Total	20	100%

The aim of this question is to know if there is any misbehavior in classroom between students or not. According to the above table we notice 75% of teachers their learners respect each other in classroom and 25% of teachers their learners doesn't respect each other and that's an evidence that teachers face problems with the behavior of learners.

13- I knew how to handle difficult students and situations.

	Frequency	Percentage
Yes	18	90
No	02	10
Total	20	100%

As the result above most of the teachers know how to handle difficult students and situations and that mean teachers can deal with new situations and they have no problem.

14- I needed help to control the class.

	Frequency	Percentage
Yes	06	30
No	14	70
Total	20	100%

Through the table above we notice that 70% of new teachers doesn't need help in controlling classroom, and 30% of teachers need help in controlling classroom and that mean that new teachers face difficulty in controlling classroom.

15- I punished students in my first year of teaching.

	Frequency	Percentage
Yes	07	35

No	13	65
Total	20	100%

The aim of this question is to know if new teachers have problems with students that allow them to punish their learners. From the above table we notice that 65% of teachers don't use punishment in classroom and 35% of new teachers use punishment in classroom which mean that those teachers face problems with their students which lead them to use punishment.

16- I didn't use any kind of punishment to control the class.

	Frequency	Percentage
Yes	04	20
No	16	80
Total	20	100%

According to the above table 80% of new teachers are use punishment to control class, that mean that that they have problems with learners which allow them to use punishment.

17- As a new teacher, I was well-organized.

	Frequency	Percentage
Yes	11	55
No	09	45
Total	20	100%

45% of new teachers wasn't well organized, and this percentage can be taken into account and it can be said that new teachers have lack of organization.

18- The school environment was smooth.

	Frequency	Percentage
Yes	15	75
No	05	25
Total	20	100%

The school environment was smooth for most of teachers and that may cause problems for them.

19- I had a great sense for time management.

	Frequency	Percentage
Yes	16	80
No	04	20
Total	20	100%

80% of new teachers have a great sense for time management, and that mean that they don't have problem with time management.20% of teachers have no sense for time management

20- As a new teacher, I was very caring to all learners.

	Frequency	Percentage
Yes	17	85
No	03	15
Total	20	100%

85% of new teachers are care about their learners. And 15% aren't care about their learners and that mean that teachers who don't care about learners don't have much time or the have charge of program that make them tired and can't care about student or they don't satisfy of their work.

21- My students were treated fairly.

	Frequency	Percentage
Yes	20	100
No	00	00
Total	20	100%

According to the above table 100% of novice teachers are treat their students fairly

22- As a new teacher, I was able to multitask.

	Frequency	Percentage
Yes	18	90
No	02	10
Total	20	100%

90% of new teachers was able to multitask and that is an evidence show us that they are active teachers, they plan for their lessons before as they care about their student's feedback. On the contrary 10% of new teachers were not due to the lack of poor planning and laziness.

Teachers questionnaire:
The questionnaire was given to 25 novice teachers of middle school chosen randomly from different schools and state, and we gave back only 20 answers.

Description of the questionnaire:
The questionnaire was developed to describe the challenges facing new teachers in the first year of their career. The questionnaire was divided into three parts: the first part is about personal information it includes just three questions. The second part is about careers and competencies and it includes six questions. The last part is about challenges and difficulties and it includes 23 questions.

Findings and discussion:

1- Based on the results and analyses of the questionnaire we found that most of new teachers are graduating from the higher school of teachers and 65% of them have experience of teaching from one to three years.

2- 60% of new teachers want to improve their educational capabilities and that indicates the great passion for education.

3- We found that there is a diversity of training courses and the programs directed to them.

4- We found that 40% of new teachers can't spend much time in reading because of the dense and tired program.

5- 70% of new teachers face some experiencing difficulty in the beginning of their career.

6- 50% of new teachers are not depends the administrations because of the poor management of the administration.

7- 35% of new teachers do not receive any helping from their colleagues because of the bad relationship between them.

8- 25% of new teachers said that students don't respect each other in classroom and that will cause problems to teachers which allow 35% of new teachers to use punishment with them.

9- 30% of new teachers face difficulties and need help in controlling classroom. Due to this facts and results, novice teachers are suffering from various problems and face various challenges in the beginning of their career.

Recommendations and suggestions:

According to the findings of our study on the obstacles faced by novice teachers in their first year of employment, despite their best attempts to avoid all of these issues, they have a negative impact on them, which impairs their profession. As a results, numerous activities and techniques will be recommended.

1-Novice teachers require opportunities to discuss what they are doing and what is going on in the classroom so that they can learn from one another. Discussingall of the happenings and situations with colleagues and experienced teachers allows them to receive support and gain more experience, allowing them to perform better and organize their thoughts.

2_ Many new teachers' biggest and most significant issue is classroom management. In addition to their incapacity to manage numerous things at the same time, they have difficulty making decisions in controlling the classroom and students. As a result, they require the assistance of experienced teachers to teach them effective strategies and efficient and positive methods for dealing with students, as well as tips on how to manage time and make the most of it, as well as how to deal with various problems and misbehavior for the semester's success and ensuring a good performance to the fullest extent possible to increase the teachers'cofidence in their ability to teach.

3-Training and professional development are effective strategies to introduce new instructors to the teaching profession so that they might have a positive effect on motivation to continue in the profession.

4- Providing support and new ways to help novice teachers show their work more easily because they are new to the profession, as well as to help them overcome challenges and participate in activities that will help them improve their skills and abilities.

5- Schools must provide conditions that allow teachers to work in an optimal environment and to ensure that all teachers are able to participate in high-quality professional development so that they can improve their practices and enhance student learning.

6-To aid the learning process, technology should be used in teacher education. For example, a mobile phone or computer that allows the teacher to educate and promote

communication with students, as well as help them with activities and exercises, may simplify the program and the extent of students' knowledge.

Limitations of the study:
This study has met a number of obstacles that should be considered:

The shortages of time make the researcher more stressed and they can't gather enough data for the research.

The participants of the study do not answer the questionnaire because of shy or arrogance.

The lack of references and information.

Conclusion:

This chapter represent the analysis of the questionnaire and the results. The results that obtained from the analysis of the questionnaire confirmed that new teachers face problems and challenges in the first year of their career.

The most important challenges that we found is that new teachers face problems with administrations because of the poor management, they also face problems in controlling classrooms, in addition they have problems with colleagues and the behavior of learner.

New teachers can follow some strategies to reduce the challenges in their career, for example they prepare themselves well before start working by training and professional development, also they can depend on their colleagues and make a good relationship with them and avoid to be isolated, accept advice and instructions so they can benefit them. Teachers should prepare a lesson plan before going to the school. Novice teachers should have a positive relation with learners so they will avoid misbehavior and problems of controlling classrooms.

The questions that we asked were an interesting question, but the teachers did not answer them with credibility and honestly because of shy or arrogance; and its impossible that new teachers does not face challenges especially in the first year of their career.

General conclusion

General conclusion:

Novice teachers develop positive practices and expectations early in their careers, which must be led and encouraged in order for them to accurately implement the approach and enhance performance. New teachers, despite their passion and desire, confront problems in the teaching profession in all schools, which they must overcome. The novice teachers must be aware of the barriers that are preventing them from expressing themselves, locate opportunities to express themselves, and exert as much control as possible over this problem. To develop methods and accept all support, as well as to think positively in order to improve their professionalism and their jobs as teachers.

The focus of this study was on the hurdles that novice teachers have in their first year of teaching, and we wanted to know why these issues exist and how to avoid them because we will be teachers in the future and all we need to know the reality of teaching and its difficulties. We took a comprehensive look at what the teacher's tasks are and how to complete them to fullest extent possible, given the importance of education and the fundamentals of a good teacher. As a result, in the first chapter, we explored the attributes of an excellent teacher as well as the instructional tactics utilized by teachers as well as pupils' attitudes toward learning English and the extent to which they interact with it. We also covered how to control lessons and classrooms as a foreign language,   as well as what the teacher should do in order to prepare lesson plan and teaching approach in general, because this is the most difficult obstacle for newbie teachers.

Chapter two begins by outlining the educational issues that have arisen in the educational system, including how overcrowding in classrooms is a major issue that poses numerous problems to the teaching process, and how classroom management and teacher effectiveness are determined. We also discuss teacher system formation and professional development, as well as the importance of preparing teachers to be ready for their profession. We also discuss the importance of technological tools in the teaching process, and one of the concerns of this section is for novice and experienced teachers, as well as the characteristics of both, before concluding the factors that influence novice teacher performance.

We were able to acquire information on our study in the third chapter after putting the questionnaire in the hands of novice teachers, despite the challenges. We came up

with some solutions and suggestions to help reduce these challenges and avoid them in the future for students entering this profession, including controlling the classroom and even the extent of their independence in performing their work inside the school without restrictions, as well as the factors that affect their performance because they are the major challenges after analyzing the questionnaire.

With the existence of numerous elements that impact novice teachers, such as stress and the anxiety, which causes the teacher to try to relieve it, as well as student conduct and the standards that he must meet under all conditions, a slew of other challenges that a successful beginner or future teacher must deal with, he resist it and comes up with ways and answers to use as tool to become a better teacher.

Abstract

Teachers are the success key of the educational system. This study sheds light on the challenges facing new teachers in the first year of their career. It aims are to found out solutions to reduce the problems of novice teachers. The methodology that was carried through the research was a descriptive one dealing with middle school EFL teachers. It collected qualitative data from a structured questionnaire. The results have been obtained through the analyses of the questionnaire. Recommendation and suggestions were made to help targeting the most popular challenges and give some solutions to avoid and use them as guiding map to future teachers.

Key words: Novice teachers, challenges, Teaching, Teaching experience, Middle school EFL Teachers.

ملخص:

المعلمون هم مفتاح نجاح النظام التعليمي. تلقي هذه الدراسة الضوء على التحديات التي تواجه المعلمين الجدد في السنة الأولى من حياتهم المهنية. تهدف الى إيجاد حلولا لتقليل مشاكل المعلمين المبتدئين. كانت المنهجية التي تم اتباعها من خلال البحث منهجية وصفية تتناول معلمي اللغة الإنجليزية كلغة اجنبية في المدارس المتوسطة. جمعت بيانات نوعية من استبيان منظم. تم الحصول على النتائج من خلال تحليلات الاستبيان. تم تقديم التوصيات والاقتراحات للمساعدة في استهداف التحديات الأكثر شيوعا وإعطاء بعض الحلول لتجنبها واستخدامها كخريطة ارشادية لمعلمي المستقبل.

كلمات مفتاحية مدرسون مبتدؤون تحديات. تدريس. خبرة تدريس مدرسون اللغة الإنجليزية كلغة اجنبيه في المدارس المتوسطة.

Résumé :

Les enseignants sont la clé de la réussite du system éducatif. Cette étude met en lumière les défis auxquels sont confrontés les nouveaux enseignants en premièreannée de carrière. Il vise à trouver des solutions pour réduire les problèmes des enseignants novices. La méthodologie qui a été menéeà travers la recherche était une méthodologie descriptive traitant des enseignants d'EFL du collège.Il a collectédes données qualitativesà partir d'un questionnaire structure.Lesrésultats ont été obtenus grâceà l'analyse du questionnaire. Des recommandations et des suggestions ont été faites pour aider à cibler des défis les plus populaires et donner quelques solutions pour les éviter et les utiliser comme carte d'orientation pour les futurs enseignants.

Les mots clés :

Enseignants novices, Défis, Enseignement, Expérience en enseignement, Professeurs d'EFL au collège.

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Appendices

Teachers Questionnaire

Dear Teachers, you are kindly asked to answer the following questions which aim is to know the challenges of teaching which faced you in the first year of your career, teaching challenges, you faced during your first year of your career.

Part 01: personal information

4- You have been hired as an English teacher of middle school as

 a- Graduate from a high school of professors ☐

 b- University degree based on a contest ☐

5- Please select your education level

 a- bachelor degree ☐

 b- master degree ☐

 c- high school professor certificate ☐

 d- other ………………………………………

6- How many years of teaching experience do you have?

1 to 3 years ☐

4 to 7 years ☐

8 to 11 years ☐

more than12 years ☐

Part 02: careers and competencies

7- How did you receive your initial teaching qualifications?

a- I attended my initial teaching during my study at a high school of professors ☐

b- I attended a training program for new teachers (by the ministry of education) ☐

c- I attended an in-service teacher training at Directorate of Education ☐

d- I attended an in-school training program. ☐

e- I attended a training program in another educational profession. ☐

f- I got professional training with the help of one of my colleagues ☐

8- Have you payed for any professional development activities?

Yes ☐   No ☐   will do in future ☐

9- Were any of the topics listed below included in your teacher training program or other professional qualification and your professional development activities

a- Knowledge and understand of my subject field ☐

b- Pedagogical competences in teaching ☐

c- Student behavior and classroom management ☐

d- Information and communication technology ☐

e- Student assessment practices ☐

10- About how much time per week do you spend reading for your work (e.g. articles, magazines, books, manuals and websites) out of your classes?

a- Less than 1 hour a week ☐

b- 1-3 hours a week ☐

c- 4-6 hours a week ☐

d- More than 6 hours a week ☐

11- Do you use mother tongue in classroom?

Never ☐ rarely ☐ sometimes ☐ always ☐

12- Which teaching style do you use in classroom?

Individual ☐   group work ☐ pair work ☐ all of them ☐

Part 03: challenges and difficulties

23- **Are you experiencing difficulty in the beginning of your career?**
   (Did you experience any)

   yes ☐   somehow ☐   No ☐

24- **In which area(s) did you struggle with during your first year?**

   classroom management instructional delivery ☐

   parental involvement ☐

25- **Other**

   …………………………………………………………………………..

26- **How often did you have the freedom to try innovative**

   methods for better learning? ☐

   very often ☐

   sometimes ☐

   rarely ☐

   never ☐

27- **What can you do if some learner ask you and you don't know the**

   answer? ☐

   I don't know ☐

   we will check together ☐

   Will ignore the question

   search than answer him/her later ☐

28- **I had a new teacher orientation program.**

   Yes ☐   No ☐

29- **I received a policy of rights and obligations as a new teacher**

   Yes ☐   No ☐

30- **As a new teacher, I had a mentor teacher.**

   YES ☐   No ☐

31- **I met with my mentor most of the time.**

   Yes ☐   No ☐

32- **The school administration frequently followed my progress.**

   Yes ☐   No ☐

Appendices

33- As a new teacher, colleagues were available for team work and meetings.

Yes ☐ No ☐

34- As a new teacher, other teachers helped me make lesson plans.

Yes ☐ No ☐

35- As a new teacher, students were respectful toward me.

Yes ☐ No ☐

36- Students were respectful toward each other in my class.

Yes ☐ No ☐

37- I knew how to handle difficult students and situations.

Yes ☐ No ☐

38- I needed help to control the class.

Yes ☐ No ☐

39- I punished students in my first year of teaching.

Yes ☐ No ☐

40- I didn't use any kind of punishment to control the class.

Yes ☐ No ☐

41- As a new teacher, I was well-organized.

Yes ☐ No ☐

42- The school environment was smooth.

Yes ☐ No ☐

43- I had a great sense for time management.

Yes ☐ No ☐

44- As a new teacher, I was very caring to all learners.

Yes ☐ No ☐

45- My students were treated fairly.

Yes ☐ No ☐

46- As a new teacher, I was able to multitask.

Yes ☐ No ☐