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**Investigating the Challenges faced by the Algerian  
Novice EFL Teachers While Managing Large Classes**

**Case of EFL Novice Teachers at Khattel Brothers, Ait Omran,  
Belahssen Bokoush, and Bey Mohammed Middle Schools - Tiaret**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the  
Degree of Master in Didactics**

**Submitted by**

Ms. Fadhila BENNEHAR

Ms. Sonia REBAI

**Supervised by**

**Dr. Habib MADANI**

**Board of Examiners**

Dr. Youcef BENAMOR

Chairperson

Ibn Khaldoun university-Tiaret

Dr. Habib MADANI

Supervisor

Ibn Khaldoun university-Tiaret

Dr. Yacine MOULAY HACEN

Examiner

Ibn Khaldoun university-Tiaret

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## **Dedications 1**

In the Name of Allah, the Most Merciful, the Most Compassionate, I dedicate this work to:

My wonderful parents, my mother, "Fatima," and my father, "Ahmed,". Thank you for your unconditional and never-ending love and for the support that you have always provided me.

My tender grandmother, my brothers, all my uncles and aunts, and my whole family.

To all who love me.



*Fadhila*

## **Dedications 2**

This dissertation is dedicated to my wonderful mother, and my father's soul, who have raised me to be the person that I am today.

I also dedicate this work to my brothers, my sisters, my friend " Manel", and finally to my teachers who helped us grow and become who we are.

To all of you, we are eternally grateful. Thank you



*Sonia*

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## Abstract

EFL novice teachers are at the start line of proficiency development. They face many challenges during their first years of teaching that are arduous to deal with and get over as far as large classroom management is concerned. This study aims to determine the challenges faced by EFL novice teachers while managing large classes at middle schools, it tries to suggest some solutions to overcome them. To answer our research question and the requirement of our investigation urge a mixed method that combines both qualitative and quantitative approaches. In order to gather data, a questionnaire was conducted at the Khattel Brothers, Ait Omran, Belahssen Bokoush, and Bey Mohammed Middle Schools in Tiaret. The participants of this research paper are ten EFL novice teachers, seven inspectors and headmasters (2 inspectors, and 5 headmasters). The data obtained from novice teachers' questionnaires, inspectors', and headmasters' interviews revealed that large classroom management caused several challenges to a novice teacher, such as making pupils active in the learning process, having difficulty making the lesson understood by the learners, grouping pupils, and dealing with pupils with different personalities and levels, are the most challenges faced by them. Furthermore, the findings showed that large classroom management depends on strategies and techniques to reduce those challenges as a result of achieving lesson objectives and creating a suitable environment to teach and learn.

**Keywords:** EFL Novice Teacher, Management, Large Classes, Challenges, Classroom, Pupils

### List of Abbreviations

- **CPD** Continuing Professional Development
- **EFL** English as Foreign Language
- **ELL** English Language Learning
- **ELT** English Language Teaching
- **ESL** English as a second language
- **ICTs** Information and Communication Technologies
- **NCTAF** National Commission on Teaching and America's Future

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# **General Introduction**

### General Introduction

The first year of teaching is frequently difficult for EFL beginner teachers. Their lack of experience in the field would present several challenges and obstacles. Teachers, who are regarded as the most crucial key to a successful educational system, have a role in determining pupils' success or failure in the learning process. The teacher's roles include controller, organizer, assessor, and motivator. Furthermore, the role of a manager is critical in any teaching process aimed at providing pupils with a suitable atmosphere for higher achievement. However, there are other challenges that novice teachers may face in their teaching process, including managing large classrooms.

For most EFL novice teachers, large classes are the reality. They are one of the most serious problems endangering the efficacy and quality of education in Algerian schools. Classroom management is the first specialized field that emerges at the start of a teacher's career. This implies that better large-classroom management is an essential component of good teaching. As a result, large classroom management may present a difficulty for many teachers. Thus, if they do not practice good management, pupils will have little opportunity to engage in active learning. Therefore, when large classes are managed well, pupils respond favorably to instructions and engage correctly with both their peers and the teacher, because interaction is important in learning.

Managing large classes is often one of the challenges that a teacher faces while teaching large classes, but there are sub-challenges that he/she may face while the management as well, such as grouping the pupils, a lack of competency in speaking English, or making pupils active learners in the learning process.

Therefore, this research aims to show the challenges that a novice teacher may face while managing his/her large classes. It explores effective tips and strategies to manage a large class which increases learners' interaction and collaboration in the learning process despite their massive number. Moreover, it investigates how large classes affect novice teachers' performance.

This study tries to investigate challenges that may face the EFL novice teacher in managing large classes. In this respect, it tries to provide answers to the following research questions:

➤ **The main question is**

- 1) What are the challenges that novice teachers face when managing large classes?

➤ **The sub-questions are**

- 2) How do large classes affect novice teachers' performance?
- 3) How should novice teachers effectively manage their large classes?

These research questions are explored based on the following hypotheses:

➤ **The main hypothesis is**

- 1) The main challenges that novice teachers may face when managing large classes are grouping the pupils, making pupils active in the learning process, and having low proficiency in speaking English.

➤ **The sub-hypotheses are**

- 2) The massive number of pupils, presenting a perfect lesson, and flourishing of teaching methods may affect the novice teachers' performance.
- 3) Novice teacher may effectively manage their large classes by starting the lesson with a warm-up, the ability to hold the pupils' attention, flexible grouping, and using clear English to communicate.

The present research opts for a mixed method that incorporates both quantitative and qualitative approaches to achieve our targets. On this basis, this analysis uses a standardized questionnaire specially developed for ten (10) novice teachers at the Khattal Brothers, Ait Omran, Belahssen Bokoush, and Bey Mohammed middle schools. In addition to studying the testing climate and interviews with two (02) inspectors and five (05) headmasters, who were randomly selected.

Three chapters are divided into this research work. A study of the related literature is dedicated to the first and second chapters to give background on the basic elements of large classroom management and the challenges that face novice teachers while

managing large classes. The third chapter is devoted to the field of research methodology and data analysis in the current review. It consists of an interview and a questionnaire to collect data that serves the research from novice teachers of Khattal Brothers Middle School, Tiaret, and a discussion of the findings.

The first chapter is about large-classroom management. It presents a general idea of classroom management and an overview of large classes. The chapter contains the definitions of "large class," "classroom management," and different types of seating arrangements. Also, it sheds light on assessing and teaching effectively in large classes.

In the second chapter, we provide the definitions of novice and experienced teachers and the difference between them. Then we mentioned their needs and their roles inside the class. Also, chapter two discusses in depth the main challenges that face novice teachers when dealing with large classes. It ends up with novice teachers' support.

The last chapter is based on the analysis of both the inspectors' and headmasters' interviews as well as the novice teachers' questionnaire. This chapter includes a description, analysis, and interpretation of each of them, as well as a discussion of the main findings and conclusions. Besides, it concludes with some suggestions and recommendations.



# **Chapter one**

## **Large-Classroom Management**

## Chapter One: Large-Classroom Management

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**1.1. Introduction**

As an English teacher who is new to the field of teaching, you may experience a variety of class sizes, including small classes, medium classes, and large classes, each with its own management style. Large classes are frequently viewed by new teachers as one of the most significant barriers to delivering high-quality education, in the form of how to prepare and plan lessons that are specially tailored to their needs.

The term "management of large classes" is often confused and misunderstood with "large-class discipline management." However, managing big language classes refers to the teacher's complicated set of strategies and activities for ensuring that learning in larger classrooms is successful and efficient.

In this chapter, we will insert the definitions of the large class, and the definitions of classroom management. In addition, we will introduce the process of classroom management, then large classes and seating arrangement proposed by Ramsden and Harmer, assessing large classes, their advantages, and at the end teaching effectively in large classes. Here we attempt to review the related literature on managing English classes that have been published in different books, magazines, newspapers, articles, and on the internet web.

**1.2. Definitions of the Large Class**

Per the researchers, there is no agreed definition of a large class. It differs from country to country and from one teaching environment into another, according to Hayes (1997), As concepts of what defines a large class vary from context to context, there can be no quantifiable definition, where many people have different perspectives on how many pupils should have been in a large class. "Usually, it is measured in terms of the number of students per teacher (student-teacher ratio)" (Hadded, 2006, p.1). Ur (2002) sees that "large" is a relative term, and what constitutes a large class varies by place, a group of twenty may be considered large; in my teaching environment, 40-50... A team from the Lancaster-Leeds Language Learning in Large Classes Research Project conducted research. (Project Report N° 5 of Coleman et al. (1989), This suggests that the large class's average perception is about 50 learners.

Being able to manage the class from all sides, most teachers are able to teach a large number of pupils without hesitation. As for the teachers who terrify them, the number of pupils of which exceeds 15, this is due to the fact that they have never taught such a number before, which puts them in an unsuitable position, Nolasco and Arthur (1988, p.4) state: "Teachers who are used to teach groups of 12-14 students might find a group of 20 rather threatening. Others may be relieved when they have only 40". Despite the fact that other teachers may have completely different views. Todd (2006, p.2) has organized table 1.1 that shows the number of pupils reported in articles published about large classrooms for ELT

**Table1.1. Minimum Size of Large Class by some Authors**

<b>Author</b>	<b>Minimum Size of Large Class</b>
Baker (1976)	55
Chimombo (1986)	50
Dixon (1986)	40
Finocchiaro (1989)	65
George (1991)	60
Hayes (1997)	50
Holliday (1996)	50
Hubbard et al. (1983)	45
Li (1998)	50
Long (1977)	60
Nolasco &Arthur (1986)	40
Safnil (1991)	60
Samuda &Bruton (1981)	40
Touba (1999)	60

*note, as cited in Tood 2006, p.2.*

The table one reveals that the maximum capacity for pupils in a large class varies by author. All of the authors agree that big classrooms should contain between 40 and 65 pupils, these data provide us with a visual to work with when evaluating prior work with large classes.

### 1.3. Definitions of Classroom Management

Mehiri (2021) states that teachers use the phrase "classroom management" to determine the conditions that classroom lessons function successfully. The goal of classroom management in conventional teaching was largely focused on attaining class control and order. According to Erwin (2004, p.5). "Managing is first creating the conditions for students to be interested in learning or performing, and then providing the structures, strategies, and activities that will encourage quality learning and quality performance". That is to say, management is not concerned with regulating behaviour, but rather with the teacher's activities in creating a learning environment in the class.

The term "classroom management" is made up of two parts; classroom and management. From Oxford Learners' Pocket Dictionary (2009, p.75-268) "Classroom" is defined as a " room in a school in which a class of students is taught", and "Management" as the "act of running and controlling something".

Educators and researchers have sought to define the word "classroom management" in a variety of ways. For example, Fenwick et al. (2006) defined classroom management as the ability to manage, engage, concentrate, and bring order to a classroom full of energetic pupils. Furthermore, according to Mackenzie (1996), classroom management facilitates collaboration and learning by outlining the route that the teacher wants the pupils to follow. In addition to Brophy (2006) describes it as all the acts instructors do to establish and sustain a learning environment. Similar to Brophy's descriptions and definitions, they may be useful in increasing one's understanding of classroom management.

Marzano & Marzano, 2003a, Classroom management is commonly quoted as a critical component of pupil learning. However, new teachers, as well as those with more experience, sometimes struggle to create and maintain a well-managed classroom in which pupils can learn (Jones & Jones, 2012).

Despite the significance of classroom management, the majority of teacher preparation programs still do not mandate or even provide a classroom management course (Stough, 2006). Garrett (2012) sees that many teachers begin (and continue)

teaching with a variety of misunderstandings about what constitutes good classroom management as a result of their lack of preparation, in T Garrett (1<sup>st</sup> ed). *Effective Classroom Management The Essentials*, published by Teachers College Press, Columbia University New York and London.

#### **1.4. The Process of Classroom Management**

Garrett (2014) depicted Classroom management in Figure 1.1 as a process that includes the five essential aspects: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues. Teachers may establish and sustain a learning environment by strategically and consciously addressing each of these areas.

**1.4.1. The Physical Design of The Classroom:** The physical design of the classroom includes how it is planned out, where pupils' desks are positioned, where the teacher's desk is located, where learning centres and resources are located and where frequently used objects like pencils sharpeners are located, among other things.

**1.4.2. Rules and Routines:** teachers set class norms and procedures (such as giving back papers and taking attendance) to ensure that class activities operate as smoothly as possible with little disturbance and time lost.

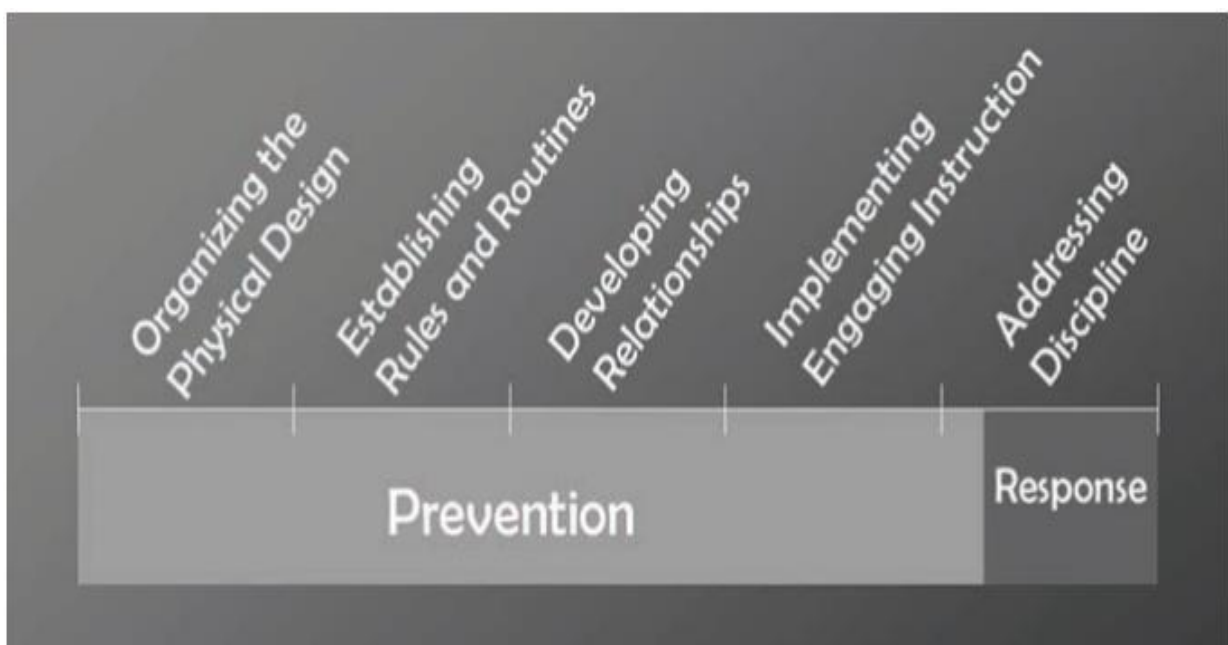
**1.4.3. Relationships:** effective classroom managers foster supportive relationships among pupils by cultivating loving, helpful relationships with pupils and parents.

**1.4.4. Engaging and Motivating Instruction:** effective managers create engaging training and meticulously prepare their instruction to ensure that each learning activity is well-organized and runs well.

**1.4.5. Discipline:** discipline is based on teacher activities that are aimed at avoiding and responding to pupils' misbehaviour. Discipline does not always imply punishment, nor does it always indicate the measures taken by teachers in response to misbehaviour. Discipline also involves activities taken by teachers to avoid misbehaviour.

Four of the five elements of classroom management (physical design, rules and routines, relationships, and engaging instruction) are targeted at avoiding misbehaviour rather than responding to it, as shown in Figure 1.1. Discipline is the fifth component, and it comprises both preventative and corrective activities. As a result, teachers must recognize that the majority of their management actions are focused on avoiding misbehaviour rather than responding to it. Fewer difficulties will emerge if a teacher is good at preventing behaviour problems (implementing the preventative components).

**Figure 1.1. The Process of Classroom Management**



*note, as cited in Garrett 2014, p.4*

This figure illustrates the method through which a teacher addresses several components of the classroom to avoid misbehaviour. Addressing discipline is the final stage in the process and should be infrequent if the preceding four stages are followed correctly.

Garrett (2014) also said that it's worth noting that this figure doesn't indicate that each component of the model is equally significant. Despite the fact that each component is an important aspect of the overall classroom management process, teachers will prioritize various components of the model depending on a variety of

variables including their philosophical views, teaching situations, and pupils' personalities.

## **1.5. Large Classes and Seating Arrangement**

The value of education and information delivery is affected because teachers teach several overcrowded classes in one day. There was no agreement on the optimal volume of ELT class. The number of students in English language classes must be reasonable and appropriate so that the learner can achieve learning objectives.

### **1.5.1 Seating Arrangement Proposed by Ramsden (1999)**

Teachers should think about how their pupils are arranged in the class. The right seating may help learners engage and impact how successful activities. The teacher has the option of selecting appropriate seating based on the activity in a reasonable way. Ramsden (1999) said the optimal arrangement depends on the condition of the class and teacher. This indicates that a flawless learning process is created by a proper atmosphere and the techniques of the teachers. Ramsden highlighted six basic types of seating arrangements that teachers might adopt, pointing out both the positive and negative aspects of each arrangement. some of these are:

#### **1.5.1.1. Clusters Arrangement**

This seating arrangement consists of four to five tables facing each other. A group of four to five pupils sits at each worktable. It isn't placed in any particular order. Clusters are strewn across the classroom, with enough space between them so that chairs do not collide, and teachers may quickly go from one group to the next. Pupils in a group may easily create eye contact and collaborate, as well as help one another.

Before forming a cluster, the teacher should consider whether or not the pupils in the group are capable of working in a group environment. Each group must contain pupils from various levels so that they may help one another. This layout is designed to encourage more collaborative learning. In this setup, the teacher helps and directs the pupils. This design also allows pupils to undertake independent work. Let's consider this figure:



**Figure 1.2. Clusters Seating Arrangement**

*note, as cited in Zerin 2009, p. 9*

This figure demonstrates the first seating arrangement, "clusters," is considered good for collaboration and the learning process. On the other hand, clusters might cause issues while the teacher is conducting instruction since the pupils may not be facing the teacher.

#### **1.5.1.2. Desk Rows Arrangement**

Desk rows are the most typical seating arrangement. In this setup, desks are arranged in multiple rows towards the front of the classroom, with a vertical space between each desk. As a result, the teacher can stroll back and forth without having to move anything. Before putting this arrangement in place, the teacher must assess the behaviour of the pupils and choose who should sit in the rear and who should sit in the front, because the students are all facing the front and can see all of the instructional aides clearly, this arrangement is ideal for delivering directions. It is simple for the teacher to keep an eye on the class. However, some pupils may choose to sit at the back or corner of the classroom to avoid classroom engagement and interaction. It's a difficulty when you're working in a group.

**Figure 1.3. Desk Rows Seating Arrangement**



*note, as cited in Zerlin 2009, p. 10*

This figure demonstrates the second seating arrangement, "desk rows," is the perfect seating arrangement for a test-taking situation. The main issue with this arrangement is that some pupils may choose to sit at the back or towards the front of the class to avoid classroom involvement and engagement. It is also inconvenient for collective projects.

### **1.5.1.3. Table Rows Arrangement**

Tables are arranged in rows vertically from the front to the back of the room in a table rows seating arrangement. Pupils are seated adjacent to one another. This arrangement is ideal for collective projects. The goal of this setup is to create a collaborative learning environment. During writing exercises, pupils may undertake peer correction and share their work with their peers by simply turning to the person next to them. This approach, however, has several flaws. For starters, pupils seated at the table's far end may not be able to see the teacher during direct instruction. Second, it is difficult for the teacher to view and oversee all of the pupils' actions. Third, this setup is ineffective in test-taking situations. Furthermore, having a complete class discussion is difficult since pupils must move from their seats to observe who is

speaking. This method works well when there is no direct instruction and pupils must work in groups.

**Figure 1.4. Table Rows Seating Arrangement**



*note, as cited in Zerlin 2009, p. 10*

This figure reveals the third seating arrangement, "table rows," is the opposite of the second arrangement in a test-taking situation but is considered useful in situations when there is no direct teaching and pupils must work in a group.

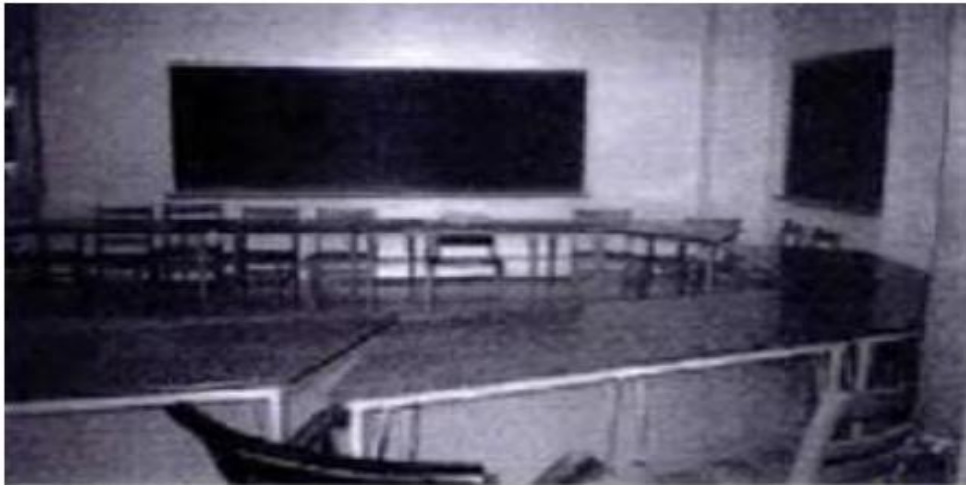
#### **1.5.1.4. Semi-Circle Arrangement**

A semi-circle seating arrangement consists of a few desks positioned in a semi-circle form, contacting each other. The front of the classroom is occupied by all of the desks. Both the teacher and the pupils can see each other in this configuration, and the pupils can also see the instructional aides well.

Direct instruction and collaborative learning may be the goals of the teacher who puts up this sort of seating arrangement. Because all of the pupils are facing the front of the room, they can see all of the instructional assistants that help with direct instruction. Because the set-up allows for numerous sorts of classroom activities, such as debate, group discussion, and group projects, pupils may participate in a variety of them.

Besides, because the chairs are so close together, it is difficult for the teacher to communicate with the pupils one-on-one. A semi-circle is also difficult in situations where the teacher wishes to conduct additional activities (role-plays) outside of the desk area because it takes up nearly the entire class.

**Figure 1.5. Semi-Circle Seating Arrangement**



*note, as cited in Zerlin 2009, p. 11*

This figure reveals the fourth seating arrangement, "semi-circle". The teacher is able to apply this type of seating so he can simply stroll about the classroom and observe the pupils, giving her or him complete control over them.

#### **1.5.1.5. Pairs Arrangement**

Pairs are made up of two desks that are joined together. Each desk pair is separated from the others. In this arrangement, pupils are seated in front of the class. As a result, the instructional aids are visible to them. This configuration is ideal for taking tests. As a result, the teacher can simply walk around the entire class and supervise the pupils in this arrangement. Before establishing this type of seating arrangement, he or she must first determine who can be paired with whom, taking into account a variety of factors such as what lowers their academic stamina, whether they misbehave or not, and whether one pupil is comfortable with his or her pair, among others. In this setup, pupils are permitted to work individually as well as in pairs.

The disadvantage of this arrangement is that some pupils would sit at the far end or in the corners of the room to avoid participating in class. When assigning seats, teachers must evaluate the nature of the pupils. They should organize the seating in the classroom in such a way that both teaching and learning may take place as efficiently as feasible. They must also guarantee that all pupils in the class participate.

**Figure 1.6. Pairs Seating Arrangement**

*note, as cited in Zerlin 2009, p. 12*

This figure reveals the fifth seating arrangement, "pairs," is also a good type of sitting during the test-taking situation, and the teacher can walk around the whole classroom. It has the same drawback as the second seating arrangement, which is that pupils prefer to be seated at the back.

### **1.5.2. Proposed By Harmer (1998)**

Harmer (1998) suggests the following classroom seating arrangement:

#### **1.5.2.1 Orderly Rows**

When the teacher and pupils sit in orderly rows, they can see each other clearly and make eye contact. Discipline is easy to maintain with this seating arrangement. If there is an aisle, the teacher can also walk up and down it and connect with pupils on a more personal level. This seating arrangement is ideal for viewing a video, utilizing the whiteboard, clarifying a grammatical point, and displaying text structure, as the teacher can work with the entire class. While working with them in this format, the teacher must motivate the entire class. It's worth noting that an organized row works best in medium to large classes.

### **1.5.2.2 Circles and Horseshoes Tables**

In a smaller classroom, circles and horseshoes are better seating choices. There is a slight difference between circles and horseshoes in that the teacher position in horseshoes is at the open end of the arrangement, where the board is located, but the teacher position in circles is between the circles. Because the teacher remains at the centre of the classroom in a circular seating arrangement, there is a sense of parity among the pupils, even if there is a larger opportunity to get near to the pupils. The most significant benefit of this seating arrangement is that all pupils can see each other, which is impossible in a traditional row layout.

### **1.5.2.3. Separate Tables**

Unlike other seating arrangements, separate tables are more informal. The teacher acts as a facilitator in this setup, moving around and monitoring the pupils' activities. In comparison to other classes, the environment in this one is less corporate. While the teacher is working with the pupils at one table, the other pupils continue to work on their own. The disadvantages of this approach include those pupils may not always wish to work with the same peers. Another disadvantage of this setup is that it is more difficult to teach the entire class because the pupils are more dispersed and separated.

## **1.6. Assessing Large Classes**

According to Brady (2005) & Boud (1988) assessments have a major impact on pupils' learning. Assessments, in the end, give a means for teachers to verify success, improve learning, and create a learning environment. Freeman & Lewis (1998, p.314) suggested that assessments are "any process that aims to judge the extent of student's learning" which means in general assessment's aim is to determine the level of a student in the classroom.

More than that Race (1995, p.61) promotes learning through incentives. Where "motivation concerns forming goals and making an effort to achieve them", or, alternatively, pupils have a desire to learn and to know many different things.

According to Devlin (2002), larger class numbers present substantial teaching issues, not the least of which is assessing student learning. Worryingly, large classes

may limit the quantity of feedback given to pupils. Devlin clarified that factually members react to the demands and problems of assessing bigger groups of pupils by:

- paying more attention to communicating clear assessment criteria to pupils.
- developing and implementing marking guidelines for use by teaching and assessing teams.
- the increasing use of exemplars in many forms to assist pupil efforts as well as to inform marking and grading, including the modelling of discipline-based thinking, writing, and performance.
- the ongoing refining and dissemination of assessment policy and practice in the context of large pupil groupings.

The problem for teachers is to employ the most appropriate form of evaluation technique to collect, represent, and encourage a pupil's level of learning and understanding. (Gosling & Moon, 2001). However, large classrooms provide a serious challenge to any teacher because of "diversity of students, lack of flexibility, class climate management, the difficulty of setting and enforcing classroom behaviour" (Fortes & Tchanchane, 2010, p.272), This, in turn, affects the teacher's responsibility to control pupils' learning and participation in the course.

Devlin (2002) affirmed that the workload is a critical consideration in any choice regarding assessing large classrooms since it affects both pupils and faculty. Teachers who teach large pupil groups always do an informal, qualitative assessment of the efficiency of assessment activities in relation to their pedagogical impact. No question constructing a successful assessment program, producing criteria, guidelines, exemplars, and models, discussing and revising them, and communicating them to pupils and other staff would have an immediate negative impact on workload for those with coordinating duties.

In order to address these issues, Devlin (2002) said that faculty members (teachers, assistant teachers, and Participating teachers) have increasingly relied on group and online assessments. Where many of the evaluation issues appeared to be addressed by well-planned and supervised group activity.

Similarly, Devlin (2002) showed the use of suitable online assessment that can assist solve some of the issues of assessing large classrooms and online assessment is also likely to help in certain ways with managing a broad mix of pupils and the time necessary for marking. However, while group and online assessment have much to offer in terms of dealing with the problems of assessing big courses, neither is a panacea for all of the concerns that come with assessing large classrooms. "because of the traditional pressure in assessment towards objectivity, conformity, consistency and certainty" (Scarino, 2013, p.310). As a result, teachers are challenged to offer assessments that deviate from the (rule). Besides this Devlin (2002) classified five assessment challenges created by large classes:

### **1.6.1. Avoiding Assessment that Encourages Shallow Learning**

Growing class numbers, without a doubt, push faculty members to focus on time-efficient assessment procedures. Any tendency toward assessing learning at lower levels of intellectual complexity, that is, assessment tasks that merely reward superficial, shallow, or reproductive approaches to learning and fail to direct pupils into the type of study. where assessment procedures require less complicated analysis and synthesis than in the past, or that need fewer rich forms of pupil response, have the potential to drastically reduce the quality of learning in higher education.

Attempts to test large numbers of pupils promptly may have led to assessment procedures that are not educationally acceptable. where factually members, on the other hand, must determine the proper proportion of assessment that should be completed only through this technique. The advantages of measuring learning through tests, for many pupils find exams as a sole evaluation technique impersonal, especially in the first year.

There are no easy solutions to these and other obstacles in assessing large classes, as there are too many complicated situations. Awareness of the limitations of specific approaches to assessment tasks, as well as the potential negative consequences for the quality of pupil learning, is critical. In certain cases, using less frequent and, where feasible, cumulative summative assignments with more formative feedback that informs student efforts on the following work may be beneficial.



### 1.6.2. Providing High-Quality Individual Feedback

Individual feedback given at the right time is critical for guiding learning. However, providing such feedback to hundreds of students at the same time promptly that guarantees such input is absorbed into pupil learning is a formidable task. As a result, the overall assessment regime's structure is crucial. Also, the timing of comments is important. From the perspective of a pupil, receiving feedback after a topic is pointless because there may be no chance to apply the enhanced understanding.

One method for giving feedback to large pupils' groups is to use online assessment, with marking given either automatically or by a graduate assistant or tutor, where teaching personnel will receive little if any direct feedback concerning pupils' levels of comprehension.

Regardless of these issues, Devlin (2002) attached the following suggestions that may be useful for teachers who are teaching big groups of pupils and are searching for ways to offer formative feedback to them:

- ✓ Assess early in the semester to allow for input and potential improvement.
- ✓ Provide pupils with marking criteria before completing the assignment to assist guide progress and improve autonomous learning abilities.
- ✓ Prepare a list of the most common or usual difficulties in assignment submissions and/or test replies, as well as explanations/model answers:
  1. Make a single sheet comprising them available on the subject homepage.
  2. Create and distribute several copies of an audiotape with these details.
  3. In lectures/tutorials, offer brief, general feedback on these to pupils as a group.
- ✓ Make use of a uniform feedback sheet that includes the mentioned criteria.
- ✓ Use online tutors when feasible and suitable.
- ✓ Use online discussion boards with a framework and basic model for conversations so pupils may help each other with assignments; be explicit about the differences between cooperation, collusion, and copying.
- ✓ Make use of online tools that give hints/assistance and feedback on pupil attempts at problem-solving, answering exam questions, and other assigned duties.

- ✓ Create a website/subject homepage to give basic information and answers about the assessment.
- ✓ After administering and grading multiple-choice examinations, offer pupils with written rationales and explanations for right or high-scoring responses, as well as resources for additional reading.

### **1.6.3. Fairly Assessing a Diverse Mix of Students**

In general, larger classrooms have a more varied and complicated pupil population. Diversity in educational background and skill is especially important in bigger classrooms. The issue of varying degrees of pupil aptitude or preparation, as well as the issue of marking burden in big classrooms, are inextricably linked. Large classrooms are often utilized to teach service or required subjects to pupils from a variety of programmes. In these cases, pupil variety in origins, prerequisite knowledge, expectations, and level of interest in the subject matter might be significant. Here are some suggestions provided by Devlin (2002):

- ✓ Conduct a brief survey of pupils' prior knowledge and expectations early in the semester to identify potential issues that may negatively affect the assessment.
- ✓ Establish an early 'hurdle task' in which pupils at risk of failing written assessments are identified and offered assistance from the university learning support/development centre.
- ✓ Ensure that English-language assistance is available and appropriate for pupils who require it.
- ✓ Whenever feasible, urge pupils to explore how ideas connect to their discipline/vocational area in assessment activities (assignments or tests) (i.e., accept more than one 'correct' response).
- ✓ Instead of assigning pupils to tutorials at random, assign them to tutorials based on their discipline/course; the topic of these smaller courses will thus be more likely to be aligned with their interests.

### **1.6.4. Managing the Volume of Marking and Coordinating**

For large pupil groups, the time required for the sheer amount of marking might be substantial. However, some efforts may be made to improve the utilization of staff time, and it is beneficial to build pupils' skills and comprehension of assessment criteria before their complete assessment activities to reduce the marking effort associated with poor-quality submissions. According to Devlin (2002) Other strategies likely to be beneficial include:

- ✓ Giving pupils clear grading standards.
- ✓ Making previous test papers and sample responses easily accessible.
- ✓ Give examples of various levels of work (from 'Below Acceptable' to 'High Distinction' or comparable) to demonstrate the distinctions to pupils.
- ✓ For written assessment (assignments or essay-based exams): modelling in critical analysis, essay writing, and suitable style and format, for example.

Devlin (2002) said that there are well-known issues connected with the usage of teams of sessional workers, particularly if they are inexperienced teachers, such as different understandings of assessment needs, variances in degree of marking expertise, and a lack of consistency in marking and grading techniques. where she confirms that some of these issues can be mitigated or reduced by implementing the following tips:

- ✓ Provide paid professional development in the field of assessment for all personnel.
- ✓ Provide consistent criteria to all staff participating in marking.
- ✓ Ensure that all workers understand the marking criteria.
- ✓ Request that all employees utilize a uniform feedback document that incorporates the above criteria.
- ✓ Assist inexperienced markers with assessment mentorship.
- ✓ Make participation in assessment training, professional development, and/or meetings a requirement of sessional staff employment, and compensate them for attendance.

#### **1.6.5. Avoiding plagiarism**

Devlin (2002) explained that there is a widespread belief that large classes increase the chance of plagiarism. If this is true, there is one reason pupils may purposefully cheat in a huge class is that they may feel anonymous and "lost in the crowd," and so believe they are less likely to be detected. Alternatively, if pupils in large classrooms mistakenly plagiarize, it might be due to a lack of or inability to verify reference and cooperation protocols with teachers

### **1.7. Large Classes Advantages**

The literature on large classrooms also implies that large classes have advantages. According to Ur (1996), the big class issue is diverse, which is not entirely a drawback because it might promote greater contact at all levels of the class. She claims that because of their backgrounds, pupils instil ideals of compassion and multiculturalism in one another. Pupils rely on one other for learning as a result of being less reliant on teachers, and there is an improvement in collaboration with one another. Though teachers prefer smaller classes, not all studies believe that large classes are an issue. Ur's (1996) theories have similarities in the educational setting, where pupils come from varied backgrounds and carry distinct values and sets of beliefs.

Large classes foster an ego and autonomous learning mentality. In big classes, pupils take self-directed learning and operate individually (Allwright, 1984; Li, 2008). It is mostly due to the teacher enabling pupils less time for discussion during class that pupils rely mostly on self-study (William, et al., 1985). It is likewise erroneous to believe that pupils dislike large class sizes. Nonetheless, collaboration is required from both teachers and pupils for engagement to occur in the classroom, and communication with each other and with the teacher is seen to be advantageous in large classes (Hess, 2001).

The experience and knowledge of pupils also lead to a propensity for more capable pupils to assist the less capable. Furthermore, teachers do not become fatigued in large classes because of the interaction that occurs at a certain level in the class, and the teacher automatically acquires competence to use the connection constructively for knowledge acquisition with time and experience. Ur (1996) contends that large classes stimulate cooperation, and pair work since teachers cannot respond to everyone

individually. Many teachers would argue what works in smaller classes works in large ones. Felder (1997, p.1) states that "there are ways to make large classes almost as effective as their smaller counterparts". That is to say, you may engage pupils proactively, assist them to establish a sense of connectedness, and provide regular homework tasks.

As a result, it is not typical for some teachers to like teaching in large groups. They believe that if the right tactics are used and lessons are well-organized, they will have a higher sense of accomplishment despite the enormous number of pupils in a class. Notwithstanding this, sufficient organizational plans must be made early enough in preparation, as well as engaging enough of the interactive learning opportunity rather than depending just on lecturing. Hattie (2005) also believes that good teaching is important to the success of classroom management:

Teachers are able to promote students' learning equally well regardless of class size. In other words, they are capable enough to teach well in large classes. Less capable teachers, however, while perhaps doing reasonably well when faced with smaller classes, do not seem to be up to the job of teaching large classes. p. 398-399

That means teachers can teach their pupils regardless of the class size while they are less skilled despite doing fairly well in smaller classes, which do not appear to be equal to teaching large classes. Lack of response to the classroom process, as impacted by classroom sizes on pupils' achievement, is an essential component in educational objectives, which shows the teacher's productivity. (Blatchford and Mortimore, 1994)

Due to large classes having advantages, they require ways to educate successfully through the skilled management of guidelines and teacher preparation. The following title will further present the literature review that suggests ways for efficiently teaching large classes.

### **1.8. Teaching Effectively in Large Classes**

Effective teaching is a process in which teachers are fully conscious of each pupil's personality, considering his goals, skills, shortcomings, developmental stages, and past

experiences. This suggests that successful teaching is the process through which a skilled teacher creates an environment conducive to good teaching and learning. Thus, effective teaching is the process of accomplishing both teaching goals and learning objectives. Obi (2003)

According to Asodike & Onyeike (2016), teaching is one of those tasks where there is no common guideline for identifying the appropriate manner to give lessons. Conditions provide a multitude of factors that are correct in one case but incorrect in another, and there is no one-size-fits-all approach to education. As a result, there is no optimum approach to educating massive groups. Nonetheless, based on his teaching style and, of course, experience, the teacher should design methods that work much better for him. He should think about the pupils' qualities, the lesson's aims and objectives, the program, and, most importantly, any tools or resources that will help him teach and the pupils learn.

It is necessary for a teacher to be able to effectively regulate a class since an uncontrolled class maybe like a runaway truck, inflicting damage and suffering on a large number of individuals (Farrant, 2004). To effectively teach in large classes, pupils must be strategically grouped. If new or difficult knowledge is to be conveyed, classes should be divided into groups of 15 to 20. Divide pupils into smaller groups regularly, and offer each group member the chance to lead the group. This ensures that every member of a group can assist the teacher in leading a group-based exercise. Furthermore, Asodike & Onyeike (2016) see that the group leaders can:

- Provide feedback on communicative skills.
- Gather handwritten work and return it to the teacher (or trade with another group and undertake peer correction).
- Check responses to activities (You make a copy of the responses and distribute one to each group leader once they have completed the task). Pupils with comparable learning requirements should be put together for corrective and enrichment activities.

A teacher is unable to govern a class, large or small, without a proper strategy. Someone who does not organize is preparing to fail. The teacher should organize lessons

appropriately for successful teaching in large classrooms, taking into account both the content and the manner of teaching the lesson. Asodike & Onyeike (2016) said that when planning, keep the following things in mind:

- Be at ease with what you're teaching.
- Be straightforward about why you're trying to teach, the subject matter, and its goals.
- Frame the lesson coherently by making plans for the instructional programmes and tactics ahead of time.
- Define resources and materials that will create the lesson vibrant.
- Pay special attention to pupils with special needs.
- Time management is critical when educating a large class since it requires a significant amount of time and effort. As a result, plan your time wisely to attain your goals.
- Create and adhere to a structured lesson plan. Hadded (2006, p.23) prepared Figure 1.7, which is an example of a lesson planning outline.

**Figure 1.7. The lesson planning outline**



*note, as cited in Hadded 2006, p.23*

The above figure describes the lesson preparation that will assist in easing the teachers' concerns about teaching a large class of pupils, and it will help to give a lesson quietly, and the teachers' confidence will flow across to the pupils, who will be more comfortable learning from the teacher.

There is also the requirement to manage how to present knowledge in a way that all pupils comprehend. Planning will provide structure to the classroom atmosphere, even if it is packed in large classrooms. However, Benbow et al. (2007, p.9) offer anecdotal data indicating a list of possible effective teaching strategies in the management of large classrooms. These include:

- Use of small groups
- Pupil-to-pupil support and mentoring
- Effective use of existing space (i.e., largest classes in largest rooms)
- Using the most effective teachers in the larger classes
- Use of volunteers and teachers' aides
- Team teaching
- Shift instruction

Indeed, this list will help the teachers prepare and teach the large class at ease, and will also help them face the problems and solve them. According to Fosnot (1989), the classic passive perspective of learning encompasses scenarios in which content is provided to pupils in the form of a lecture. In contrast, cognitivism is a more current approach to learning in which pupils are supposed to be actively involved in the learning process through debate and/or cooperative groups. Generally, contemporary research on the efficiency of teaching techniques favours constructivist, active learning strategies. According to the results of research by de Caprariis, Barman, and Magee (2001), lecture results in the capacity to retain information, but debate results in an increased level of understanding.



**1.9. Conclusion**

Throughout this chapter, the focus was on providing broad reviews and concepts for large classroom management. It seeks to illustrate what a large class is by demonstrating differences from various perspectives and identifying items linked to it. Then it moves on to classroom management, explaining and demonstrating to teachers various seating arrangements that may be employed to achieve the necessary degree of producing an atmosphere that is conducive to which successful learning can take place.

However, the process of managing a large class is dependent on the teacher's potential to establish a very well-behaved class, improve the ability to teach effectively by planning, utilizing the right seating arrangements that will help improve lessons, delivering, and assessing large class teaching and learning processes.

# **Chapter Two**

## **Novice Teachers**

**Chapter Two: Novice Teachers**

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**2.1. Introduction**

Experienced teachers may differ from novice teachers in various ways, it is not an easy task to deal with and teach pupils at such a critical age especially when it comes to a new and less experienced teacher. In other words, new teachers face various challenges and problems during their initial years, specifically new English language teachers because they are teaching English as a foreign language.

Therefore, this chapter attempts to provide an overview of experienced and novice teachers and the ways these teachers may differ. And also, discusses the needs of novice teachers and their role in managing large classes. Then chapter two explains the challenges and struggles that face novice teachers. Finally, it outlines the two key components of support.

**2.2. Definition of Novice Teacher**

In the literature, the expression "novice teacher" refers to teachers who have finished their pre-service teacher education and have only recently begun teaching in an educational institution (Farrell, 2009). Some board members have suggested that a novice could be anyone teaching a new course for the first time, which is certainly a reasonable viewpoint. In studies on beginning teachers, the term "novice" has frequently been used. As Farrell (2001) states, there may be no precise definition of a beginner teacher in the existing literature classroom life long learning is a continuous pursuit of knowledge and understanding.

Novice teachers are beginning teachers who have been teaching for five years or less (Ingersol & Smith, 2003). Each novice teacher encounters their first years of teaching differently, however, they do share some common work-related experiences and concerns. The teacher is the heart of classroom instruction (Galabawa, 2001). Novice teachers are ones who have little or no mastery experience. They are frequently student instructors or teachers with less than two years of experience (Gatbonton, 2008).

Beginner teachers have an important role in transmitting knowledge and skills to pupils. To perform the job, they must grasp the most recent skills and information. A novice teacher is a new teacher who has trained and worked for one to three years. In

teacher education, new teachers must stay strong and relevant to their profession. These new teachers must be equipped with ethical, moral, and professional skills in order to thrive in increasingly complex teaching environments.

Novice teachers are individuals who have had little or no classroom experience. They are typically student instructors or teachers with less than two years of experience in the classroom (Gatbonton, 2008). In other words, novice teachers are recent graduates of teacher training programs who enter the teaching profession with zero to three years of classroom experience. Three major types of influences shape novice teachers' first-year experiences: their prior school education experience, the nature of the teacher preparation program out of which they graduated, and their interactional experiences with the teaching culture in general and the cultural environment in particular (Mairif, 2013).

There are various definitions for the term novice teacher. a novice teacher is categorised as a probationer under probation for a specified time. Novice teachers seem to need professional development that affirms the knowledge, experience, and intuitive judgment they have cultivated during their careers. The term “novice” has often been used in studies on beginner teachers. A novice is anyone who is learning to teach something new for the first time or who is teaching for the novice teacher, is observed as a critical and vital year in the career of a teacher .dlani (2012,p.14) defines a novice teacher as a teacher that is in their first year of teaching and who is in the process of developing and establishing their teacher identity.

### **2.3. Definition of Experienced Teacher**

Experienced teachers are individuals who have taught for many years, can motivate and retain pupils' attention, learned how to handle their classes efficiently, and can change course in the middle of a lesson to take advantage of unforeseen opportunities to improve pupil achievement. According to Gatbonton (1999), The definition of experienced teachers appears to be based primarily on the number of years of teaching. in addition to reports, competent teachers have at least five years of classroom experience.

Retaining teachers beyond their novice years in order for them to gain experience and grow into professional educators is thought to be a critical component of successful student learning and a critical component in creating schools of excellence (Ingersoll, 2003). Because teacher effectiveness develops during the first few years of teaching, not retaining novice teachers and constantly replacing the workforce has a significant impact on teacher quality (Ingersoll, 2003). As a result, schools must make significant efforts to enhance the type of assistance provided to novice teachers in order to increase their chances of retention (Brenneman, 2015; Darling-Hammond & Sykes, 2003; Irish, 2014; NCTAF, 2003).

They are typically student teachers with less than two years of experience in the classroom (Gatbonton, 2008). Experienced teachers are more difficult to identify, but they can be identified based on the number of years they have taught. For example, Gatbonton (1999) stated that experienced teachers have 5 years or more of teaching experience ( As cited in Rodriguez & McKay, 2010).

To conclude the key characteristics of the expert were highlighted. The following are the major characteristics of experts (Bransford, Brown, Cocking 2000):

- Experts can organize information based on underlying functionality (called chunking).
- Experts can identify important information patterns.
- Experts have an extensive understanding of a certain topic.
- Experts may structure their knowledge around essential ideas and concepts.
- Experts can efficiently obtain relevant knowledge for the current situation.
- Experts are more adaptable when addressing a challenge.
- Experts believe there is a strong link between metacognition and the consciousness process.
- Experts are creating more elaborate and refined representations of issue situations.

The table below summarizes the special integration of content knowledge and problem-solving skill in the teaching profession:

**Table 2.1. Expert characteristic overview in general and in the teaching profession**

<b>Cognitive aspects</b>	<b>Expert teacher's characteristic</b>
<b>Content knowledge</b>	High level of general pedagogical knowledge, subject matter knowledge, pedagogical content knowledge, and curriculum knowledge.
<b>Organization of knowledge</b>	Well-integrated and richly elaborates knowledge about subject, methods, classroom mechanism, students' behavior, curriculum etc.
<b>Problem perception</b>	Selecting between the information of classroom event complex, connected, well-established and easy accessed schemata for classroom events, explaining classroom events by recognizing familiar patterns.
<b>Problem representation</b>	Seeing the classroom as an organization of work-related actions of students
<b>Problem solving strategy</b>	Having more analytical and interpretive perception of classroom events
<b>Self-regulation</b>	Being engaged in long-term planning, making own judgment (by evaluating and reflecting on previous lessons) while planning
<b>Attitude</b>	Being prepared and having the flexibility to differ from the lesson plan and improvise according to the current needs

*note, as cited in Cantu 2015, p.591*

The above table summarized the special integration of content knowledge and problem-solving skill in the teaching profession. This table discussed the main characteristic of expert teachers and an overview in general of the teaching profession.

## 2.4. Differences between Novice and Experienced Teachers

According to studies, there are considerable variations in cognition and behaviour between expert and beginner teachers. Expert teachers classify issues based on their underlying structures, whereas beginners focus on their surface characteristics. Therefore, it may be concluded that they also differ in timing, understanding, analyzing problems and solving them. On the other hand, Experts have a forward thought process (toward the goal) while novices use a backward thinking process (from the goal).

However, researchers interpret the term "expert" when conducting research with teachers. First and foremost, it must be established who among teachers is considered an expert. As a result, defining the term "expert" in the context of the teaching profession was critical. When discussing teacher expertise, the researchers identified the following categories (Palmer, Stough, Burdenski, and Gonzales 2005, pp. 13-25):

- Years of experience (in most studies the number of years of experience is usually between 5 and 10 years).
- Social recognition or nomination (teacher certification).
- Professional or social group membership (status as a cooperating or mentor teacher).
- Performance-based criteria (student achievement such as knowledge and love of subject).

Because teacher expertise has its theoretical foundations in cognitive psychology, it is interesting to review the most relevant research findings concerning novice and expert teachers. The differences were primarily examined domain-specifically from the 1970s and 1980s. According to Rodriguez and McKay (2010), experienced teachers differ from novice teachers in their knowledge, skills, and beliefs. As a result, it is reasonable to conclude that their professional development requirements differ from those of novice teachers. Novice teachers are those who have little or no mastery experience.

### 2.4.1 Differences in teachers' knowledge

- Expert teachers possess more knowledge about the learning and teaching process, learning environment



- Experts have well-integrated and organized knowledge of the subject, curriculum, students, methods etc.

#### 2.4.2. Differences in Teachers' Perception of Classroom Events

- The perception of experienced teachers is more analytical and interpretive than beginners.
- Expert teachers see the classroom as a moving organization of the work-related actions of students.

#### 2.4.3. Differences in Teachers' Reaction to Classroom Events

- Experts have more comprehensive, linked, and easily available frameworks about classroom events, pupils' behaviour, and curriculum.
- Experienced teachers are considerably better prepared to deviate from the lesson plan and vary based on current conditions and requirements.

Speaking about novice teachers, it is well worth examining the differences between novice and expert teachers that have been identified in the literature. According to Case Studies in ESL Teaching Tsui (2003) examined the main differences between novice and expert teachers in the following table:

**Table 2.2. The Difference between Novice and Expert Teachers**

Novice teachers	Expert teachers
They tend to act according to rules and guidelines laid down by people with authority.	They rely on judgment and exercise autonomy when planning.
They engage in short-term planning.	They engage in longer-term planning.
Novice teachers' plans are more detailed.	They plan their lessons mentally with brief notes (mental plans are very rich).
They are much less flexible	They are flexible.
They have difficulties anticipating problems in the classroom.	They are able to anticipate the difficulties that students are likely to have.

*note, as cited in Tsui 2003, p.36*

The table summarized the main characteristics of novice and expert teachers related to their "knowledge schemata" (Tsui, 2003). According to Livingston and Borko (1989, p. 37)

...the cognitive schemata of experts typically are more elaborate, more complex, more interconnected, and more easily accessible than those of novices. Therefore, expert teachers have larger, better integrated stores of facts, principles, and experiences to draw upon as they engage in planning, interactive teaching and reflection.

### **2.5. Novice Teacher's Needs**

A new teacher is an individual who has just started a career in the field of teaching with less than three years of experience. As new teachers, they need certain aspects in order to start their careers. The early years of teaching are a unique time in a teacher's career, distinct from what has come before and what will come after beginning teachers are on their own, faced with the same responsibilities as their experienced colleagues.

Teachers are important and they make a difference. Teaching quality is a critical factor in promoting effective learning in schools. "Sharing good practice" is one of those phrases that has crept into the everyday speech of school leaders. It is clear that learning to teach is a developmental process. However, novice teachers are still expected to carry the same responsibilities for student learning and meet the same performance standards as their more experienced colleagues. To better support novice teachers, the first logical step is to examine exactly what novice teachers require to overcome these challenges.

Novice teachers bring new energy and ideas to schools and classrooms that, if used correctly, can improve students' learning environments. Simultaneously, new teachers are, by definition, untrained in some parts of classroom instruction and homework. As with any other career, new teachers need time, support, and direction to enhance their abilities and adjust to the challenges they face daily.

Modern instructors need to learn how to think on their feet, size up situations and decide what to do, study the impacts of their practice, and use what they learn to illuminate their arranging and teaching (Ball & Cohen, 1999). New teachers also ought to learn to educate in a specific setting.

When the situations don't move forward, modern instructors may discover a few consolations in attributing their difficulties to traits in students. Finding support for those views in older colleagues permits new teachers to "maintain a professional identity even when they fail to instruct pupils in ways that enable them to achieve" (p. 118). Breaux and Wang (2003) and Coffey (2008) said that the new teachers can move on to pursue their desire of becoming a teacher, but some concerns and needs need to be dealt with.

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Abraham Maslow (1943) established the value of need at the fore of exploration and the specialized scholarly literature. Maslow's theory of needs suggests that individuals' needs are arranged in a hierarchy.

According to Maslow, there are two levels of needs. The lower level of needs is called deficiency needs which include physiological needs (air, food, shelter, etc.), safety needs (personal safety, financial safety, etc.), love and belonging needs (affection, connection to family, friends, and colleagues) and esteem needs (self-respect and respect from others, high evaluation of oneself, achievement, reputation/prestige). These needs ought to be satisfied in order to move up to the higher level of needs.

The chart below is proposed to demonstrate the predetermined hierarchy which Maslow advanced in his book

**Figure 2.1. Hierarchy of Needs**



*note, as cited in Maslow, 1943, p.64*

This pyramid of needs has at its base the survival needs (i.e., physiological) then topped by safety, social, and esteem needs and the topmost head is self-realization.

According to the Free Dictionary, the word novice means "a person who is new to or inexperienced in a certain task, situation, etc: beginner" ("novice," n.d). On the other hand, a novice teacher is defined as a teacher with no more than five years of teaching experience (Kim & Roth, 2011, p. 04). As a result, the novice teacher is defined as a new and inexperienced teacher.

Teaching is a very valuable career, and many people choose to teach for a variety of reasons. According to Goldberg and Proctor (2000), the following factors are most important in the decision to become a teacher:

- Desire to work with children.
- Love of subject matter.
- Influence of a teacher.
- Belief of the importance of teaching. (As cited in Bartell, 2004, p. 10).

Furthermore, passing from theory to practice is not an easy task. For this reason, novice teachers are in need of some training and support programs. The period during which a novice teacher transitions from a trainee to an effective teacher is known as the induction period. The induction period, according to Bartell (2004), is the period during which novice teachers become more familiar with their job responsibilities, work environment, and professional norms and expectations (p. 05).

However, the induction period is essential for the novice teacher or trainee to develop his or her knowledge and teaching skills. In other words, there are numerous advantages and benefits to the induction period, such as:

- Higher retention of beginning teachers.
- Increased levels of professional efficacy and satisfaction.
- Improved teacher performance.
- Earlier identification of weak teachers for assistance or termination.
- More consistent use of instructional practices that lead to higher levels of student achievement.

- More varied and more complex instructional practices being used by teachers.
- Improved ability of new teachers to engage in reflective practice and critical examination of their work.
- Establishment of professional norms of collegiality and expectations for continued learning. (Bartell, 2004, p.16).

## **2.6. Teacher's Role**

In reality, each employee has specific roles to play in order to succeed on the job. A teacher, like any other worker, has roles and responsibilities that help him to achieve his goals as a teacher. According to Merriam Webster dictionary, the term motivation means "a force or influence that causes someone to do something" ("motivation;" n.d). Otherwise, Andrea Holesinskà (2006) defined motivation as "a certain push that pushes students to take an action to achieve something" (p.11). Indeed, the first responsible for developing the pupils' motivation is a teacher. Using his various roles in a smart and flexible way, and also trying to do some tasks by which he can attract the pupils' attention and makes him/her enjoy the lecture.

Robertson (2006) said that it is critical to recognize the knowledge, skills, attitudes, and assumptions that new teachers bring to the classroom. The term "teacher role" refers to the various functions that a teacher can perform in class. An English language teacher's main responsibility is to help students understand English, speak it, and write and read it. However, teaching is only one of several roles that any good teacher must perform in his or her job. Among these roles are the following:

### **2.6.1. Educator**

The teacher is the person who has the skills, tools, and information necessary to educate pupils. He is in charge of selecting educational materials and activities based on his students' abilities, learning styles, and personalities. All of this necessitates some effort on the part of the teacher, as Catherine E. Snow (2000) stated, "this necessitates a reasonable basis for assessing student accomplishments and the ability to distinguish between imperfect knowledge of English and cognitive barriers to learning". As a result, in order to be an effective educator, the teacher must go above and beyond.

### 2.6.2. Communicator

A successful communicator knows how to deal with his pupils, and how to transmit information to them in an easy way. According to Snow (2000), for successful communication, teachers must know how to talk to their pupils and also try to understand their pupils by giving them the chance to express their ideas and opinions. However, in order to achieve the best communication with students, the teacher must build a good relationship with his pupils.

### 2.6.3. Controller

Jeremy Harmer (2001) stated that "when teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups" (p.58). It is sometimes difficult for the teacher to manage his classroom, which causes him to lose control of his lecture and thus fail in his task. As a result, one of the primary roles of the teacher is a controller. So, through this role the teacher has the power to manage his classroom effectively

### 2.6.4. Organizer

The organization is one of the main leading factors, Thus, in order to achieve his goals, the teacher must organize both his work and his students. To put it another way, to serve as an organizer. This role entails giving the student some advice and information, giving them an overview of the activity, they will do, putting them in groups or pairs, and managing the time of the activity (Harmer, 2001, p.58). Thus, the organization is essential for success in any task, not just teaching.

Therefore, there are some other roles that consider a teacher as an effective teacher which help the English language teacher to do his job in a professional way, such as:

- Valuable personality: the teacher has to have some personality factors that qualify him/her to be an effective teacher such as patience, perseverance, punctuality, and generosity.
- Awareness of the teaching methods: a successful teacher needs to be aware of

the teaching methods and techniques such as presentation techniques, the different types of practice, and how to evaluate students' learning.

- Effective classroom manager: the professional teacher has to have enough knowledge of classroom management tactics, in order to control his/her classroom in an effective way.
- Competency: the good English language teacher is supposed to be competent in English and fluent. (Harzallah, 2011, pp. 01-02).

## **2.7. Challenges Faced by Novice Teachers**

Novice teachers enter the teaching profession with pre-existing beliefs about the teaching-learning process (Chubbuck, Clift, Allard, & Quinland, 2001). However, because of their lack of teaching experience and proficiency, novice teachers have numerous teaching weaknesses and face numerous challenges and obstacles.

Veenman (1984) conducted 83 studies in various countries on the inherent problems of new teachers. Based on these studies, it was determined that the main issues encountered by beginner teachers included classroom management, dealing with individual differences, motivating pupils, assessing pupils' work, dealing with parents, inadequate instructional material, and class structure.

Because of their lack of teaching experience and training, most novice English language teachers have numerous teaching weaknesses. That teaching flaws give rise to a variety of teaching challenges and problems, which are regarded as barriers to the success of the teaching process. Some of these obstacles that challenge the teachers are:

### **2.7.1. Lesson Planning**

Planning the lesson is one of the main steps that any teacher needs to do in order to succeed in his/her teaching job. The term "lesson" is commonly used to refer to "a unified set of activities that cover a period of classroom time, typically ranging from forty to ninety minutes" (Brown, 2001, p.149). Lesson planning, on the other hand, was defined by Farrell as "the daily decisions a teacher makes for the successful outcome of a lesson" (As cited in Richards & Renandya (Eds.), 2002, p. 30).

In line with their major challenge in lesson planning, the common challenges that all of the research subjects faced as novice teachers in implementing a lesson were addressing the needs of students with varying ability levels and dealing with students

from diverse family backgrounds. Before entering the classroom, the English language teacher, like all teachers, must create a lesson plan. However, many teachers, particularly novice teachers, do not know how to plan a lesson and are unaware of the importance of lesson planning due to their lack of teaching experience and professional knowledge.

Mc Cutcheon stated that most the novice teachers are unaware of the purpose of planning the lesson, also he mentioned that there are two main reasons for lesson planning which are:

- **Internal Reasons:**

- To feel more confident.
- To learn the subject matter better.
- To enable lessons to run more smoothly.
- To anticipate problems before they happen.

- **External Reasons:**

- To satisfy the expectations of the principal or supervisor.
- To guide a substitute teacher in case the class needs one. (As cited in Richards & Renandya (Eds.), 2002, p. 31).

### **2.7.2. The Large Number of Pupils**

A large number of students is one of the most common school issues in developing countries such as Algeria, as well as one of the most diverse conditions for both teaching and learning. According to Brown (2001), "language classes should have no more than a dozen or so students" (p.196). According to Merriam Webster, a dozen is "a group of twelve people or things" ("Dozen," n.d.). As a result, for a successful teaching-learning process, the classroom should not have more than twelve students or so, because large classes present numerous challenges to the teacher. The following are some of the issues that large classes:

- Proficiency and ability vary widely across students.
- Individual teacher-student attention is minimized.
- Student opportunities to speak are lessened.



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

### 2.7.3. Classroom Management

Classroom management is one of the biggest challenges that face most novice teachers during their teaching tasks. In terms of classroom management, the novice teachers reported having difficulties handling big classes. Management, according to the Cambridge Dictionary, means "the control and organization of something" ("Management," 2016). For a typical day.

Classroom management has been defined as "the actions novice teachers take to create an environment that supports and facilitates both academic and socioemotional learning" in studies by Kunter, Klusmann, Baumert, Richter, Voss, and Hauchfeld (2013). Indeed, classroom management refers to the methods and techniques used by teachers to manage a class in order to make it conducive to language learning (Richards & Renandya (Eds.), 2002, p.28). However, classroom management entails a variety of actions, including:

- ✓ Eliciting students' attention.
- ✓ Maintaining their engagement in the lesson.
- ✓ Organizing them into pairs or groups (Richards & Renandya (Eds.), 2002, p.28)

Motivation, constraints and the teachers' role are three main aspects which Marilyn Lewis proposed to manage a classroom (as cited in Richards & Renandya (Eds.), 2002, p.40). Indeed, most new teachers regard classroom management as a difficult task. The majority of them fail because of their lack of experience and proficiency in dealing with such challenges. Furthermore, failure to manage the classroom is a result of failure to manage the following aspects: motivating pupils, managing constraints and managing the teachers' roles. Thus, most novice teachers fail in managing the classroom because of the bad management of the main aspects of classroom management.

A survey of 500 teachers showed that novice teachers with three or fewer years of experience in teaching complain more about classroom management than more experienced teachers (Melnick & Meister, 2008). A study explored by Gorden (1991), analyzed different researches about the challenges faced by beginning teachers, he also

mentioned the 12 most experienced problems and concerns of beginning teachers as follows:

- a) managing the classroom.
- b) acquiring information about the school system.
- c) obtaining instructional materials and resources.
- d) planning and organizing.
- e) managing instruction and other professional responsibilities.
- f) assessing students and evaluating their progress.
- g) motivating students.
- h) using effective teaching methods.
- i) dealing with individual students' needs interests, abilities, and problems.
- j) communicating with colleagues, including administrators, supervisors, other teachers and parents.
- k) adjusting to the teaching environment and role.
- l) emotional support.

Lundeen (2004) identified in his study some perceived problems of novice teachers. The results of his study showed that the main problems were classroom management; problems with colleagues and administrators, discipline problems; adult relationship and interaction problems; lesson and curriculum planning problems and problems with parents.

### **2.8. Areas of Support that Novice Teachers Need**

Experienced teachers can play an important role in serving as supporting teachers to their colleagues the novice teachers by offering advice to help them. Novice teachers also require assistance in determining how to approach new tasks, resolving specific problems that arise in their teaching, and deciding what goes into the grade book. To effectively complete these tasks, experienced teachers must guide them and share unwritten expectations associated with tasks in a given school, district, or state (Britton, Paine & Raizen, 1999).

Harmer 's book *The Practice of English Language* (2008), mentioned in his book that novice teachers need emotional, practical and educational support from experienced

teachers. This support may be in the form of activities that will provide these teachers with the suitable knowledge as proposed below:

### **2.8.1. Cooperative/Collaborative Development**

Teachers need chances to discuss what they are doing and what happens in class so that they can benefit from each other and look over their beliefs and feelings. As a result, the concept of cooperative development has emerged (Edge 1992a, 1992b). Teachers interact with one another in cooperative development and make every effort to understand the speaker or explain to the listener in order to solve problems.

### **2.8.2. Teachers' Group**

Most researchers, including Harmer (2004), regard it as one of the most supportive environments for teacher development. In this situation, colleagues, typically from the same school or university, gather to discuss any issue or problem that may arise during their teaching.

Teachers, for example, may form small groups in which any member may propose topics for future meetings; topics may range from new ideas for pronunciation teaching to how to react when students express dissatisfaction. The goal of this type of peer development is for teachers to be in charge of it, as they are best positioned to identify areas for development that are most relevant to them. (Harper & Row, 4th edition, 2008)

### **2.8.3. Conferences & Seminars**

Attending conferences and meetings allows teachers to hear about the latest developments in the field, take part in investigative workshops and enter into debates about current issues in theory and practice, and best of all when teachers acquire new skills and ideas at conferences and then model those new approaches for their colleagues (Dodgson, 2011).

**2.9. Conclusion**

Teaching the English language is not an easy task especially when it comes to novice teachers. As a matter of fact, novice teachers suffer from many teaching weaknesses because of their less teaching experience. This chapter deals with numerous challenges and obstacles that may lead novice teachers to fail in their teaching tasks and sometimes push them to drop out of their job. However, both patience and hard work lead novice teachers to overcome their challenges and be effective teachers.

To conclude, the novice teacher must be aware of his/her roles besides teaching. Also, the teacher should establish a good relationship with his/her pupils in order to achieve success.

# **Chapter Three**

## **Research Methodology and Data Analysis**

**Chapter Three: Research Methodology and Data Analysis**

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**3.1. Introduction**

The present study is about large classroom management and the challenges that come out of it for novice teachers' work. This chapter is designed to analyze the results obtained through investigating the novice teachers' difficulties and obstacles and their way or style of management of the classroom design on it either positively or negatively. We have presented a brief review of literature related to classroom management, specifically, large classes and new teachers' challenges. The following step is to move on to something more practical based on procedures to collect data for the task, such as questionnaires and interviews.

This chapter is composed of the analysis of data collected from the questionnaire, which contains questions given to novice teachers in order to gather information about the challenges they face while managing their large classes. It also deals with the data analysis and interpretation and discusses the findings of each instrument. The chapter ends by providing some suggestions and pedagogical recommendations in light of the main results obtained. In brief, this chapter attempts to identify what kinds of difficulties and challenges new teachers who have less than five years of teaching experience face while dealing with large class management.

**3.2. Research Aim**

Based on the fact that the English language is universal and a means of communication by nature, English language learning requires a small group and a calm environment to take place effectively. The success of the teaching and learning process is based on several factors to meet different goals. Therefore, the aim of this research is to examine and highlight the challenges that novice teachers who are new to the field of teaching face while managing large classes. Also, to investigate how to deal with such large classes (teaching, assessing, and seating arrangements) that novice teachers need in the classroom as assistants to teachers and learners at the same time.

### 3.3. Research Methodology

The descriptive approach is used in this study to collect and interpret data both qualitatively and quantitatively. The nature of the topic to be conducted, the research's goal, and the data collected all influence the approach used. The descriptive approach was used in this research because it seemed suitable for the study and the context in which it was conducted since the research aims to determine the challenges that novice teachers face while managing large classes in the Tiaret educational context.

This research was conducted in the form of a case study. This research style is usually used by researchers in order to collect, analyze, and interpret data collected by the instrument from a variety of resources such as individuals, groups, and communities. Therefore, this study was conducted through the use of questionnaires and interviews. The first one was designed for 10 middle school novice teachers, while the second was conducted for seven different inspectors and headmasters.

The questionnaire is used for the novice teachers since they represent the main variable in our study, and their opinions help us confirm or disconfirm the hypotheses. The novice teachers' questionnaire aims to reveal the challenges and difficulties they face while managing their large classes and the strategies they use to reduce these kinds of obstacles. We have chosen to work with middle school novice teachers at Kattel Brothers Middle School. The interview aims to expose whether the EFL novice teachers at Middle School get help from inspectors and headmasters in managing their large classes and how they apply it to offer better EFL instruction.

#### 3.3.1. Participants

The participants differed from each instrument to the next. For the questionnaire, the population is composed of novice teachers at Khattel Brothers Middle School. However, it consists of 4 English novice teachers (40 % of the total population). in the second semester of the academic year 2021–2022. Hence, our sample included 10 novice teachers. Therefore, we randomly selected other novice teachers from other middle schools to reach the required number for the sample and to create a kind of equality between schools. For the interview, the participants were 7 inspectors and



headmasters (2 inspectors and 5 headmasters) from Khattel Brothers, Ait Omran, Belahssen Bokoush, Bey Mohammed, and Heresh Mohammed Schools. They had been selected to represent the population participating. They consisted of two females (2 headmasters) and 5 males (2 inspectors and 3 headmasters).

### **3.3.2. Research Instruments**

This research depends on using the following two data collection instruments: a questionnaire for novice teachers and structured interviews for inspectors and headmasters.

#### **3.3.2.1. Novice Teachers' Questionnaire**

According to Kelly (2008), a questionnaire is a useful tool for getting information from subjects. In addition to this, Bulmer (2004, p.14) defines a questionnaire as, "any structured research instrument which is used to collect social research data in a face-to-face interview, self-completion survey, telephone interview or Web survey. It consists of a series of questions set out in a schedule, which may be on a form, on an interview schedule on paper, or on a Web page". In other words, a questionnaire is an effective tool that contains a collection of questions that the researcher asks the participant to gather data. The data may be collected in a variety of ways, including an interview on paper or on a Web site.

This questionnaire was conducted for middle school novice teachers in Khattel Brothers Middle School in Tiaret. The purpose of this questionnaire is to collect different views in a short period of time and to determine the challenges faced by novice teachers while they manage large classes. Practically, it contains three parts: background information, teaching circumstances in large classes, and challenges and difficulties organized. They consist of a set of closed-ended and open-ended questions where the participant is expected to choose the appropriate answer or one of the suggested options and give their point of view in open-ended questions.

This questionnaire consists of fifteen (15) questions, which are divided into three parts. Part one consists of four questions for personal information: gender, age, years of teaching experience, and how much novice teachers like teaching. Part two is about

teaching circumstances in large classes. Seven questions are involved about novice teachers' views about large classes in general (Q5) What does "large class" mean to them? (Q6) What size is a large class for them? (Q7) What is the number of pupils in their class? (Q8) their opinions on whether or not teaching large classes is a difficult task, (Q9) how confident they were during their first days of teaching large classes, (Q10) what methods they use to effectively manage their large classes, such as beginning the lesson with a warm-up, flexible employee grouping, clear, effective communication, and holding their attention, and the last question(Q11) is about whether or not they are satisfied with their current teaching performance.

Part three is about challenges and difficulties. This part of the questionnaire examines the obstacles they face during the management of large classes. (Q12) what challenges do they face in managing large classes? (Q13) what kind of psychological difficulties did they face during their teaching experience? (Q14) what strategies do they use to address these challenges? And the final question (Q15) is about the techniques they use to control pupils during the teaching process.

### **3.3.2.2. Inspectors' and Headmasters' Interview**

In effect, interviews are particularly useful for understanding more about a participant's background and experiences. The interviewer gets the chance to go deeper into the subject McNamara, (1999).

The goal of using this data collection tool is to learn more about the challenges that new teachers experience and whether they receive help from inspectors and headmasters. The interview was assigned to seven (7) inspectors and headmasters from Tiaret and Media. The interview is composed of 9 questions for which inspectors and headmasters were asked to give clear answers and offer their recommendations.

In particular, the interview was used to identify the opinions of inspectors and headmasters on what kinds of challenges are faced by novice teachers while managing large classes, the roles that they play as inspectors and headmasters to help new teachers in the management and what kind of guidance they provide to them.

### 3.4. Analysis of Teachers' Questionnaire

In this part, interest is put into the presentation and analysis of the data collected from the teachers' questionnaire:

#### Part One: Background Information

**Item 01:** What is your gender?

**Table 3.1. EFL Novice Teachers' Gender**

Gender of Participant	Male	Female
<b>Respondents</b>	3	7
<b>Percentage</b>	30 %	70 %

It is very clear that there is a difference between the number of males and females. The female participants are 7 with a percentage of (70 %) and the males are 3 with a percentage of (30 %).

**Item 02:** How old are you?

**Table 3.2. EFL Novice Teachers' Age**

Age	20-25	26-30	31-39	More than 40
<b>Respondents</b>	1	4	2	3
<b>Percentage</b>	10 %	40 %	20 %	30 %

Most of the participants (40 %) were the same age under 30 years old, and another (20%) were between 31 and 39 years old. Only (10 %) were under 25 years old, and (30%) were more than 40 years old.

**Item 03:** How many years of teaching experience do you have?

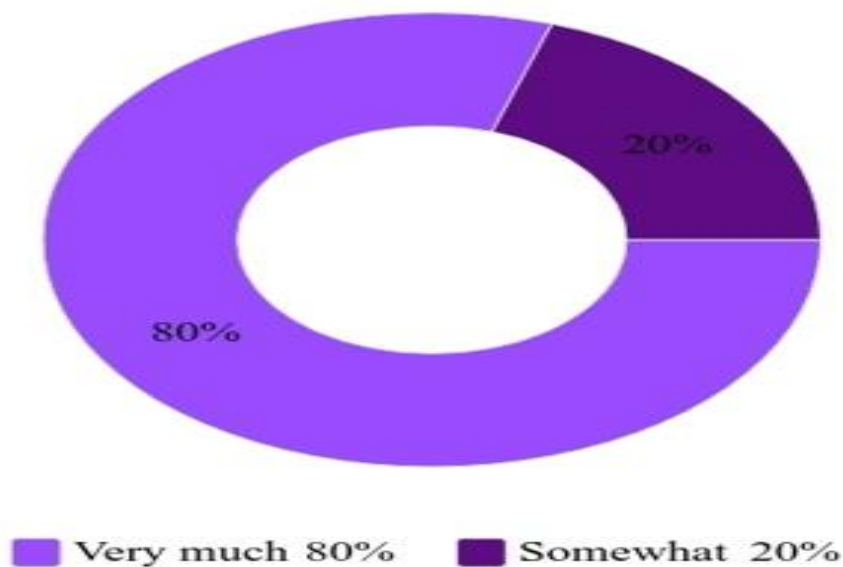
**Table 3.3. Teaching Experiences of EFL Novice Teachers**

Teaching years	One year	Two years	Three years	Four years	Five years
<b>Respondents</b>	1	0	1	0	8
<b>Percentage</b>	10 %	00 %	10 %	00 %	80 %

The table above shows the teaching experience of the novice teachers who participated in the study, with eight (80%) novice teachers having taught for five years and two other novice teachers (20%) having one to three years of experience.

**Item 04:** How much do you like teaching?

**Graph 3.1. The Extent to Which EFL Novice Teachers Like Teaching**



The aim beyond this question is to find out whether novice teachers have positive attitudes toward teaching. The graph clearly reveals that more than half of the novice teachers 8 with percentage (80%) allege that they like teaching "very much", whereas 2 teachers (20%) said their answers were "somewhat". On the contrary, none of them said that they liked teaching "slightly". It seems that new teachers have a positive attitude toward the teaching profession in general.

**Part Two: Teaching Circumstances in Large Classes****Item 05:** What does a large class mean to you?

This question required novice teachers to provide their own views on the meaning of the concept of "large class."

**Table 3.4. EFL Novice Teachers' Views about The Concept of a Large Class**

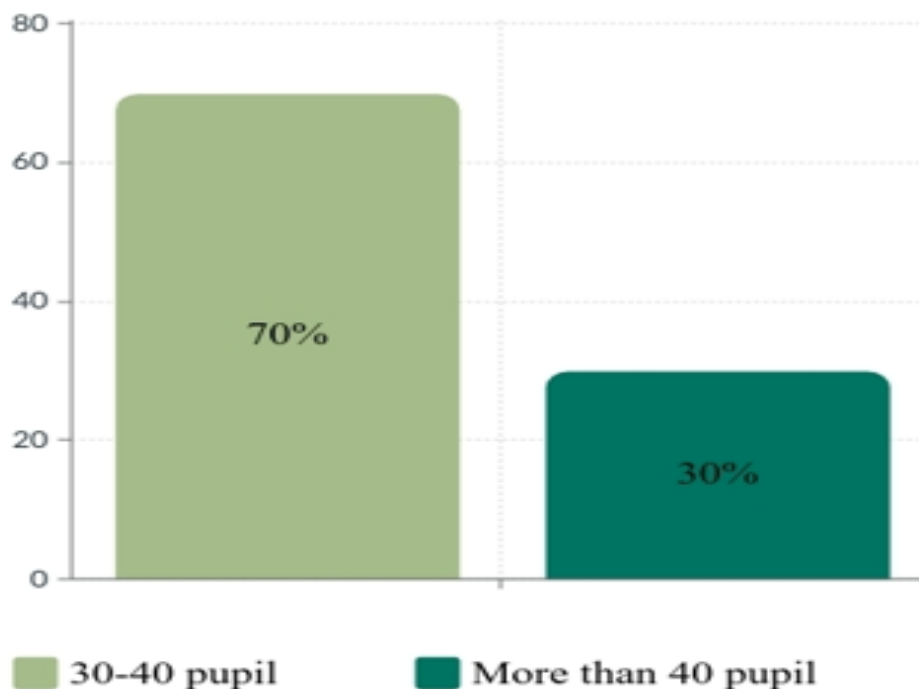
Percentage	Number of Novice Teachers	Participants Views
50%	Five Novice Teachers	A class where the number of learners is higher than the normal level, which means more than 25 pupils
20%	Two Novice Teachers	A class with a variety of abilities and personalities
10%	One Novice Teacher	A class that has a number of pupils who take the efforts of the teacher
10%	One Novice Teacher	A class that adds more stress to the teacher due to the noise level may cause the teacher to lose control
10%	One Novice Teacher	A class that offers a learning space with greater pupil diversity

As seen in the table above, half of the participants' thoughts of a "large class" as a class where the number of learners is higher than the normal level, which means more than 25 pupils (50%), followed by (20%) respondents who conceptualized a large class as a class with a wide range of abilities and personalities. However, few respondents (10%) defined a large class as a class that has a number of pupils who take the efforts of the teacher. In addition to (10%) see a large class as a class that adds more stress to

the teacher due to the noise level that may cause the teacher to lose control. The final (10%) said a large class is a class that offers a learning space with greater pupil diversity.

**Item 06:** What size is a large class for you?

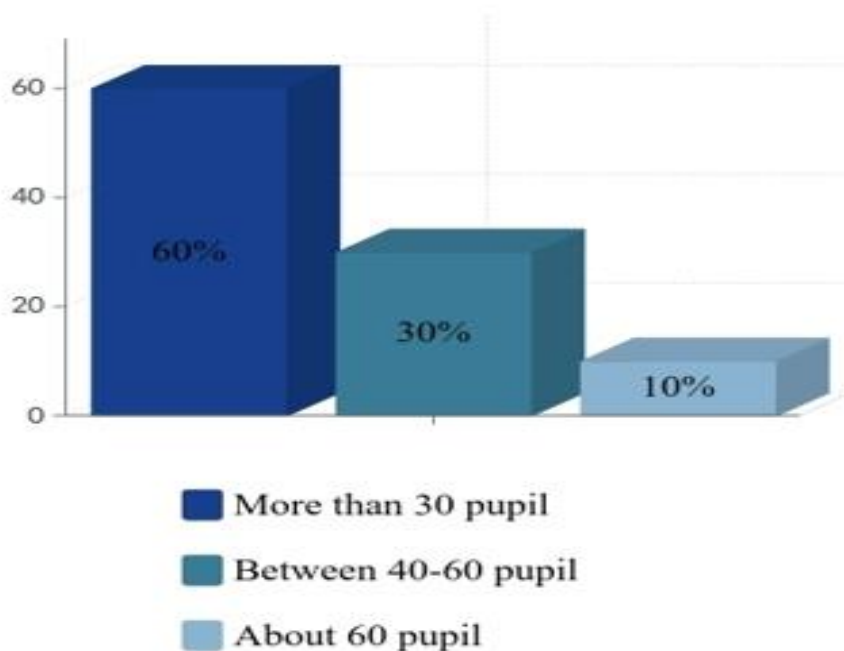
**Graph 3.2. EFL Novice Teacher's Views about The Size of a Large Class**



The above graph indicates that about 7 (70%) of the respondents conceive a large class size as a class with between 30 and 40 pupils in a single classroom. The other group of novice teachers conceived a large class as a class with more than 40 pupils in the classroom. This was supported by 3 (30%).

**Item 07:** What is the number of pupils in your class?

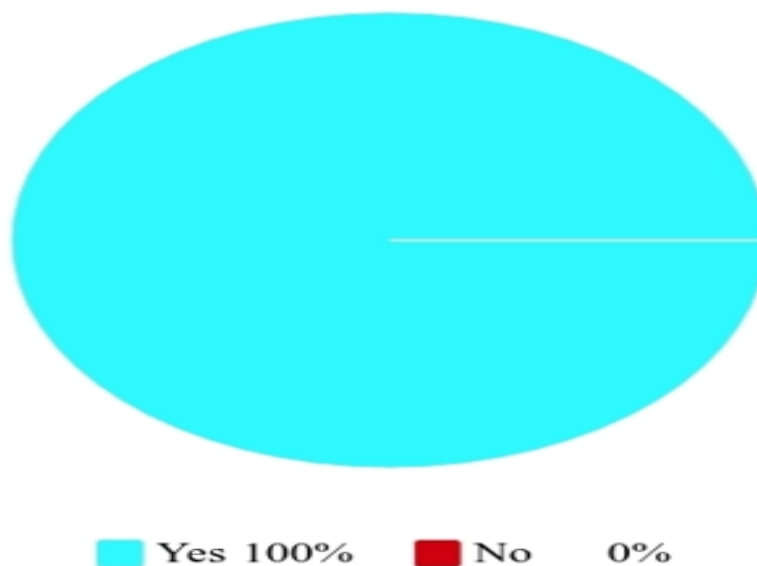
**Graph 3.3. The Number of EFL Novice Teachers Large Class**



The above graph shows that the majority 6 (60 %) of the respondents said that the number of pupils in their large class is more than 30. followed by 3 (30%) respondents between 40-and 60, and at the end, 1 (10%) of the respondents said that it was about 60 pupils.

**Item 08:** Do you think that teaching in large classes is a difficult task?

**Graph 3.4. The Percentage of The Difficulty of Teaching Large Classes**



From the graph above, we note that all participants (100%) agree that teaching in a large class is a difficult task, and their answers justify their choice of yes in this table.

**Table 3.5. EFL Novice Teachers' Reasons for Saying Yes to It is Difficult to Teach Large Classes**

Teachers' number	Reasons
Teacher N°01	Large classes make noise and difficult to teach noisy pupils
Teacher N°02	Since it is hard to control all of them and hard in identifying their needs and hard in making sure about their lesson understanding
Teacher N°03	Because you are in front of different pupils and you have to transmit the message to all of them
Teacher N°04	The less suitable atmosphere for learning, the difficulty in managing the classroom, and the less the number of pupils the better
Teacher N°05	You can't deal with every pupil individually
Teacher N°06	In crowded classes, there will be noise and not all the learners can grasp the lesson
Teacher N°07	Because it is difficult to get a satisfactory knowledge of pupils' needs and it is hard for teachers to make an effective evaluation
Teacher N°08	Because of many things, for example, it is hard to ensure that every pupil has understood the lesson, managing the class is also hard and a large number of pupils can result in a noisy atmosphere, it also not easy to assess the progress and achievements of each individually
Teacher N°09	Because large enrolments can promote pupils' disengagement and feeling of alienation which can erode pupils' sense of responsibility and lead to behaviours that both reflect a lack of engagement
Teacher N°10	It is a big challenge for teachers to teach a heterogeneous group as large classes hold students of mixed abilities. The students have different potential, aptitude as well as interests



The table above explains clearly the novice teachers' reasons, and here is a sum-up of them. Some teachers believe that when pupils make a lot of noise, the environment is less conducive to learning and that it is difficult to teach noisy pupils. In addition to the hardness of transmitting the message to them and making sure that they understand the lesson, furthermore, a group of teachers think that large classes hold a variety of pupils with different personalities and needs, and also, it's considered a large number, and it's hard to deal with every pupil individually, as a result of which they will feel disengaged.

**Item09:** How confident were you during your first days of teaching large classes?

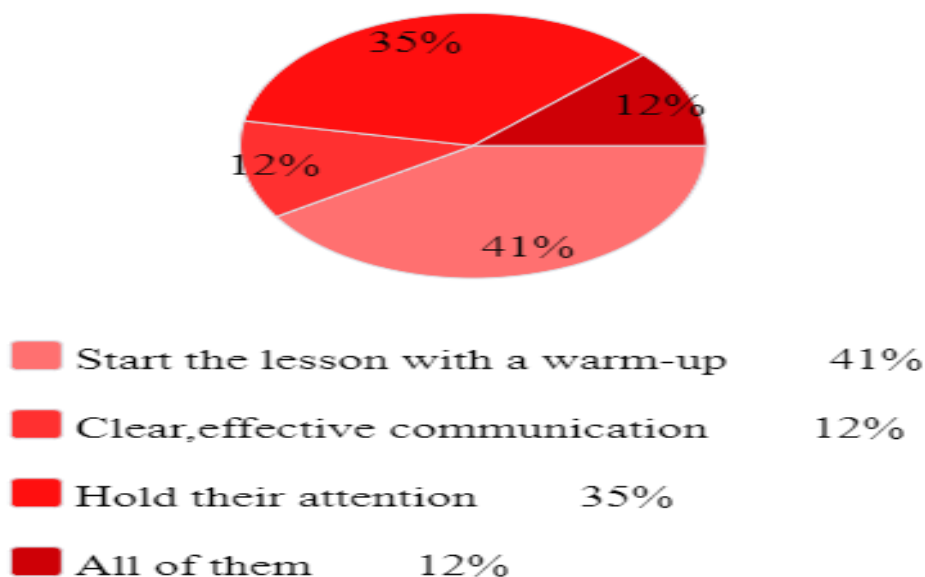
**Graph 3.5. The Percentage of EFL Novice Teachers' Confidence During Their First Days of Teaching Large Classes**



We notice that the majority of participants were somewhat confident during their first days of teaching, which represents (70%) of the teachers. (20%) were extremely nervous and only (10%) were very confident.

**Item10:** What do you use to effectively manage your large classes?

**Graph 3.6. The percentage of EFL novice teachers' effective uses to manage their large classes**



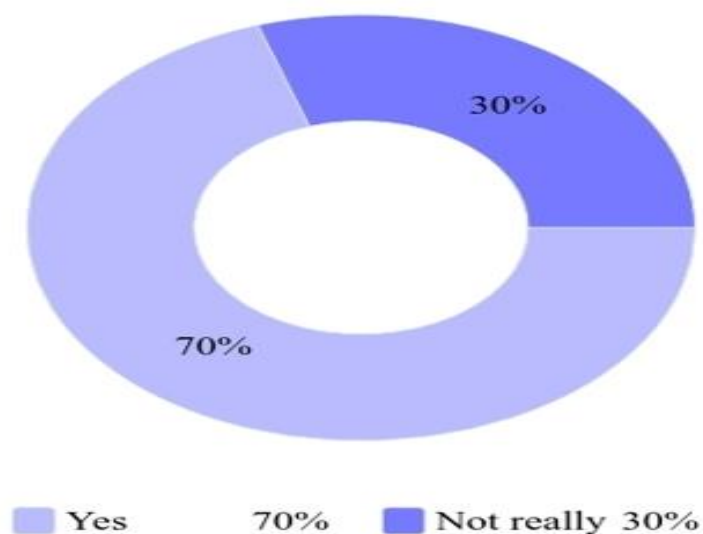
When the teachers were asked how they managed their large classes effectively, they had to pick from a list of options. (41%) of them said that they start the lesson with a warm-up, followed by (35%) who said that it is hard to hold their attention. Furthermore, (12%) of the participants chose to communicate clearly and effectively. The rest of the respondents, (12%) chose all of the choices.

Here are some novice teachers' other suggestions they provide.

- Make use of new technological actions such as (ICTs)
- I inform them that their behaviour in class affects their grades.

**Item11:** Are you satisfied with your current teaching performance?

**Graph 3.7. EFL Novice Teachers' Attitudes toward their Teaching Performance**



According to the replies of the participants, the majority of respondents (30%) are not really satisfied with their teaching performance. They explained their answers by:

- ✚ With large classes and diverse classes, the teacher cannot be sure that he achieves his target since there is a mixture of learning styles.
- ✚ You cannot present a perfect lesson.
- ✚ A teacher is never satisfied with his/her performance because every day there are

new ways, new information, and new methods of teaching.

(70%) of the respondents said they were satisfied with their current teaching performance and this was based on their answers below.

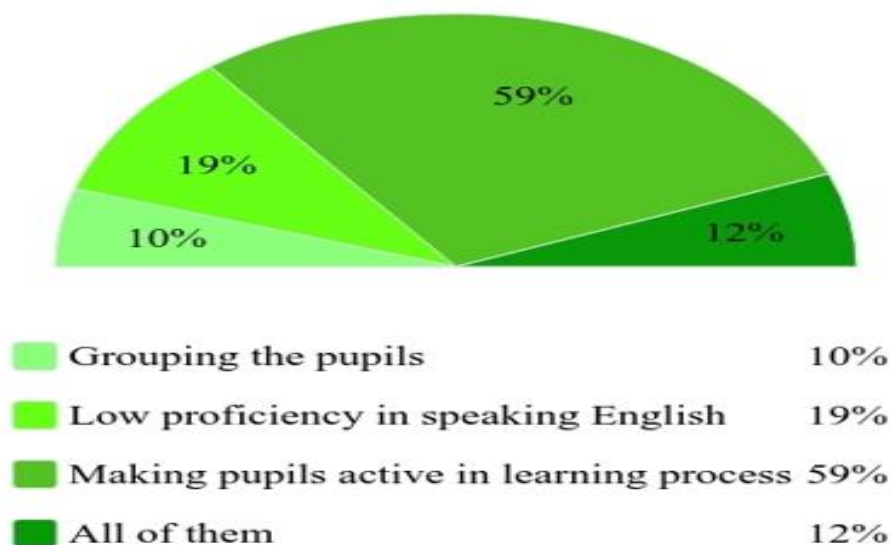
- ❖ I know that my pupils have grasped what I have said.
- ❖ Because I always planned my lesson before going to class and through the interaction of my learners.
- ❖ My learners seem to love and respect me, and they perform well, so I am in constant development.
- ❖ Because I am trying to do my best to have my pupils understand and learn, I have a desire to learn more.

- ❖ My answer was yes, because I always do my best, but we can never be completely satisfied because there are always areas for further improvement.
- ❖ In fact, I am doing my best. As a teacher, I am constantly trying to adapt the tasks according to their level and needs in order to enhance their performance, of course, in accordance with the curriculum.
- ❖ it is important to look at a wide range of factors that make a teacher successful in their work including formal education, continuing education, experience in the classroom, the ability to Foster positive, and the ability to create a positive classroom environment.

### Part Three: Challenges and Difficulties

**Item12:** What challenges do you face in managing large classes?

**Graph 3.8. The Challenges faced by EFL Novice Teachers in Managing Large**



When asked about the challenges they faced in managing large classes, (12%) of the participants ticked all the choices. However, the majority (59%) of them chose "making pupils active in the learning process," which is considered challenging to deal with. Whereas (19%) of the respondents have a low level of English proficiency, the remaining (10%) suffer from grouping the pupils.

**Item13:** What kind of psychological difficulties did you face during your teaching experience?

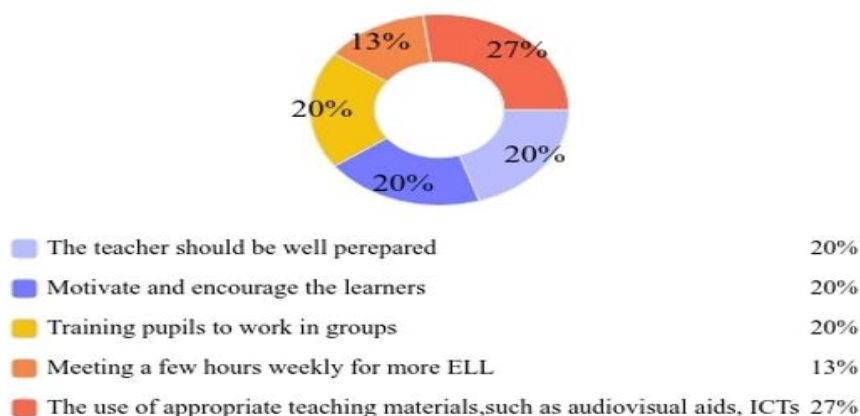
**Graph 3.9. The kinds of Psychological Difficulties that EFL Novice Teachers face during their Teaching Experience**



We have observed from the graph above that the majority of novice teachers suffer from stress, which represents (90%), while (10%) of the rest of the novice teachers suffer from anxiety.

**Item14:** What strategies do you use to address challenges in large classes?

**Graph 3.10. The EFL Novice Teachers' Strategies for Addressing Challenges Posed by Large Classes**

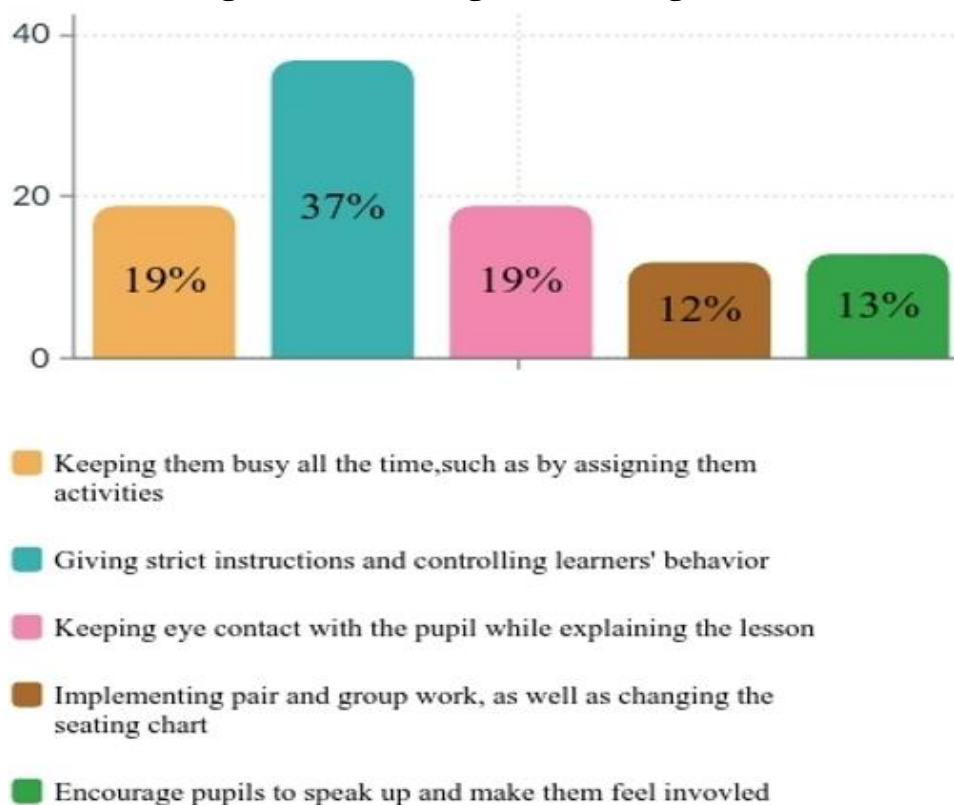


The answers to strategies to be used in dealing with challenges in large classes are depicted in the graph above. Among the strategies were; the teacher should be well prepared (20%), motivate and encourage the learners (20%), training pupils to work in

groups (20%), meeting a few hours weekly for more ELL (13%), and the last one is the use of appropriate teaching materials such as audiovisual and ICTs (27%).

**Item15:** What techniques do you use to control pupils in large classes during the teaching process?

**Graph 3.11. The EFL Novice Teachers' Techniques for Controlling Pupils in Large Classes During the Teaching Process**



The graph above shows the novice teachers' techniques for controlling pupils in large classes during the teaching process. Among the techniques were; keeping them busy all the time, such as assigning them activities (19%), giving strict instructions and controlling learners' behavior (37%), keeping eye contact with the pupil while explaining the lesson (19%), implementing pair and group work, as well as changing the seating chart (12%), and at the end encourage pupils to speak up and make them feel involved (13%).

### 3.5. Analysis of Inspectors' and Headmasters' Interview

This part clarified the presentation and analysis of data gathered through the study's structured interview.

**Item01:** What is your role as an inspector/ a headmaster to do with a new teacher who has great potential but needs help with large-classroom management?

The majority of the headmasters provided guidance regarding the school's internal system law and legislative and organizational texts, but others provided some information on how to deal with large classes, such as contact with teachers of seniority and being a teacher who seeks information. As for the inspectors, they offered another opinion, which was to guide, assist, and ensure better classroom practices with a practical solution.

**Item02:** Do you see your English teachers need training in the area of large-classroom management?

All the headmasters and inspectors said "yes" to the idea of large classroom training for some reasons, including some of them seeing that all new teachers need training, not only English teachers, and the others saying that (CPD) continuing professional development is the key to teaching success.

**Item03:** Do you take tours around the English language classes to observe how the novice teachers manage the classes?

All the headmasters agree that they make visits to new teachers in the class, and only one of the participants thinks that they do not need visits, based on his teaching experience. He said that he understands the personality of the teacher through coordination meetings and department councils. The inspectors said yes too, but only after regular visits to observe the teacher's classroom management skills.

**Item04:** Do you help your novice teachers with managing their large classes? **If so**, what kind of guidance do you provide?

According to the responses of headmasters and inspectors, it appears that they are helping the new teacher with managing the large classroom, and most of the guidelines

were in the educational and pedagogical aspects, so others see that they need to contact teachers with seniority in the field of teaching, and some of them provide some assistance in terms of the charisma of the teachers, mobility in the classroom, teaching the lesson, how to activate the class, and most of all, that the largest number of learners should be involved in the educational performance.

**Item05:** What kinds of challenges or difficulties do novice teachers face as far as classroom management is concerned?

The opinions of the headmasters and inspectors on the challenges that the new teachers face when managing large classrooms are that they must deal with pupils with different personalities and levels, and that they have difficulty understanding the lesson, in addition to their inability to deliver the message to the learners.

**Item06:** Is the teacher's performance affected when he teaches a class of 30 or more?

All the headmasters and inspectors agreed that a new teacher's performance is affected when he deals with a large number of pupils. Some of them think that the fewer pupils he deals with, the better his performance will be. And the more pupils there are, the more difficult it is for him to deliver information to each pupil individually.

**Item07:** How do you measure the success of a new teacher?

According to the opinions of the headmasters and inspectors, the majority of them measure the success of the new teachers through the results obtained in the whole class as well as the pupils' reluctance to consult in their class and the percentage of calls sent to parents. Only one of the participants said that they measure the success of new teachers through their success in delivering good lessons and how their pupils invest the acquired learning into fruitful behavior toward different problems. In addition, another opinion says that he measures the success of the new teacher by gaining the learners' trust. The more learners feel at ease with their teachers, the more they will learn and progress.



**Item08:** What do you expect from a novice teacher at a school?

When headmasters and inspectors were asked about their expectations of a novice teacher at school, they each expected something like what is below:

- ✓ Be willing to teach. They are almost always ambitious and have the ability to learn from other colleagues.
- ✓ The novice teacher is a new challenge and motivation for the school and the learners.
- ✓ I expect him to be optimistic every time he passes by.
- ✓ I expect him to have at least a little experience in the field of teaching.
- ✓ I expect you to abide by, respect, and adhere to legislative laws.
- ✓ I expect all the best from him because there is something in the river that is not found in the sea.
- ✓ I expect that the novice teacher's educational and pedagogical abilities will improve.

**Item09:** What advice would you give to a teacher who has one year of experience?

The same thing with this question when headmasters and inspectors were asked about the advice they would like to give to a novice teacher, they each offered different advice.

- ✓ Love the job of "teaching" because it is not like other professions.
- ✓ Treat pupils softly and with love, not in a strict manner.
- ✓ Motivate them and boosted their morale.
- ✓ Discipline, self-training, contact with senior teachers and avoiding the "I know everything" complex.
- ✓ It is to set some classroom regulations at the very beginning of the school year.
- ✓ It is to believe in their learners. The more they know their learners, the easier things will be for both.
- ✓ Be patient and persevere.

### 3.6. Interpretation and Discussion of the Findings

The goal of this work is to gather data about large classroom management and the challenges that novice teachers face while managing them in order to reduce or eliminate them and encourage both the teaching and learning processes. Through background information questions, we can find that there is a difference between male and female novice teachers, and their ages range from 20 to 40. It is clear that different generations teach the pupils of the current generation. In addition to the question of their teaching experience, as a result, we may classify all of our participants as beginner teachers because their teaching experience is less than five years old. The concluding question was about their excitement for teaching, and it appears that new teachers have a favorable impression regarding the teaching profession in general.

Part two discusses teaching circumstances in large classes. The EFL novice teachers stated that a large class is one in which the number of pupils is more than the typical level, which implies more than 25 pupils with varying personalities and abilities, and this would tax the teacher's efforts and make him anxious. And it is for this reason that it may have an impact on learner accomplishment and teacher performance, resulting in the failure of the teaching and learning process.

The results show that the size of a large class for EFL novice teachers ranges from 30 to more than 40 pupils, which means that the class is too large to be managed by one teacher and is difficult to teach as a whole due to the limited number of teaching hours per week. Another follow-up question was on the number of pupils in their class. It seemed the same as their thoughts that they had more than 30 pupils (see graph 3, p.59).

Concerning the difficulty of teaching large classes, the whole participants argue it is hard to teach too many pupils in one classroom. However, the reasons that lead them to claim that it is a difficult task are that the majority of participants say that it is a difficult job for two reasons: on the one hand, it is hard to control all of them, hard to identify their needs, and hard to ensure that they understand the lesson; on the other hand, there are too many different pupils and you must transmit the message to all of them.

Actually, the majority of novice teachers seem somewhat confident in their first days of teaching large classes. This may be due to the lack of preparation for the lesson or delivering the message to them since there are more than 30 pupils. Furthermore, the results indicate that many beginner teachers prefer to handle their large classes efficiently by beginning the lesson with a warm-up or clear, effective communication. As a consequence, to get their learners' minds focused and get them ready for the lesson ahead, in addition to holding their attention, however, some of the participants chose to use all of these steps, maybe the reason behind this choice to have diversity in large class management.

Concerning the EFL novice teachers' attitudes toward their teaching performance, many novice teachers seem to be satisfied with their current teaching performance. In contrast, others felt that they were not really satisfied with their performance (see graph 7, p.63), maybe this was due to their fear of not achieving the objectives of the lesson or their concern about not being able to satisfy the learners' needs and interests.

Part three discusses the challenges and difficulties that EFL novice teachers confront, how they overcome these obstacles, and what techniques they employ to handle their pupils in large classes during the teaching process. The results showed that more than half of the EFL novice teachers (59%) when managing their large classes suffered from making pupils active in the learning process (see graph 8, p.64). This may be due to three reasons. Firstly, the lack of collaboration, which means "teacher-centred" and the methods they use to discuss and explain the lesson with their learners; secondly, maybe they do not use information and communication technologies such as electronic textbooks and instructional software. Thirdly, pupils were still uncertain of themselves and were terrified of making mistakes. whereas the rest of the participants challenge other difficulties in the teaching process, like grouping their pupils. This is probably due to the large number of pupils they teach and their lack of proficiency in speaking English, which is considered the basis of ELT.

Indeed, it is obvious that EFL novice teachers face psychological difficulties during their teaching experience. The majority (90%) suffered from stress, maybe due

to the lack of training while they were trying to familiarize themselves with the English teaching methodology, class size, and the fact that they did not have the previous teaching experience.

Regarding the strategies that novice teachers use to address the challenges in large classes, they provide plenty of suggestions and tips. few of them (27%) advocate for the use of appropriate teaching materials like audiovisual and ICTs, potentially to assist the teacher and learners avoid an overemphasis on memorization and rote learning, which may easily dominate a class. In contrast, some of them notice that the teacher should be well prepared, maybe because it leads to the effectiveness of teaching and motivating and encouraging their learners, in addition, to train them to work in groups, perhaps because they are more likely to reach the goals set for them, either by themselves or by the teacher. Few of the participants see it as beneficial to meet for a few hours weekly for more ELL (see graph 10, p.65). As a result, the learners are more active and engaged in the class and more readily grasp the lesson's content.

Concerning the techniques that novice teachers use to control pupils in large classes during the teaching process, some believe that they should give strict instructions to control the learners' misbehavior, which means being serious and severe. This can sometimes help to control them. However, few of the participants find that keeping them busy all the time by assessing them activities or keeping eye contact with the pupil while explaining the lesson is better may be due to the teacher's abilities; he can control his learners during the teaching and learning process. In contrast, few of the teachers' respondents appear to encourage pairs as well as encourage the learners to speak up.

In the end, the EFL novice teacher's classification of the challenges and difficulties that they face in managing large classes reveals that making pupils active in the learning process, low proficiency in speaking English, and grouping the pupils are the biggest challenges that they face when they deal with large classes.

A structured interview was conducted with seven inspectors and headmasters to enrich the findings of this study and complete the misunderstanding. The interview is composed of nine questions, which reveal multiple facts about EFL novice teachers'

challenges and difficulties during large class management, the roles that they play as inspectors and headmasters to help new teachers in the management, and other suggestions and recommendations. All the headmasters and inspectors have already been through the rookie teaching stage; therefore, their responses can be relied upon and the study's validity can be confirmed.

Beginning with the first question, which was about the inspectors' and headmasters' role in helping the novice teacher with large classroom management, almost all of them provided guidance regarding the school's internal system law and legislative and organizational texts. It may be due to the teacher's lack of knowledge of these laws, but few of them provided some information on how to deal with large classes, such as contacting teachers of seniority and being a teacher who seeks information. They did this properly because they found it important to contact them since they have experience.

In connection with the participants' thinking, if EFL novice teachers needed training in the area of large classroom management, all of them said yes, because it is the key to teaching success and it appears that it is an important step to becoming a teacher. Although the next question was about their visits to English language classes to observe how they manage the classes, all of the headmasters make visits because it is their job, but only one of them thinks that they do not need them. This seems to be due to his experience in the field and also that the inspectors said yes too, but only after regular visits.

According to headmasters' and inspectors' comments, it appears that they are assisting the new teacher in managing the large classroom by giving them the required teaching aids and instructions, such as lesson plans. They also help the new teacher by providing feedback on their performance. These guidelines appear to be quite important since they assist new teachers in knowing what to do and how to accomplish it.

The results revealed that EFL novice teachers face different challenges as far as large classroom management is concerned. According to the responses of the inspectors and headmasters, some of the novice teachers face a lack of ability to transmit the

message and deal with different personalities and levels of their learners. This may be due to a lack of experience, a lack of knowledge of the subject matter, or a lack of time to prepare the lesson. While others face difficulty in making the lesson understood, it is perhaps because they do not use a practical and suitable methods and techniques that make the lesson easy to understand.

Concerning the EFL novice teacher's performance, all the headmasters and inspectors agreed that a new teacher's performance is affected when he deals with a large number of pupils. They explain their agreement by thinking that the fewer pupils he/she deals with, the better his/her performance will be. And this may be the first thing that should be taken into consideration to make the teaching and learning process more effective.

According to the headmasters' and inspectors' opinions about how they measure the success of a new teacher, the majority of them believe that a teacher's success is measured by their success in delivering good lessons. Maybe this is due to a training program that they passed through before. In addition to how their pupils invest the acquired learning into fruitful behavior toward different problems and through the results obtained in the whole class.

When headmasters and inspectors were asked about their expectations of a novice teacher at school, each one of them suggested some things that, as they put it, "all-new teachers" should have at least a little experience in the field of teaching and be optimistic, since they are going to be working with children or for which they would be able to do a better job.

In the end, each of the interviewees provided a piece of different significant advice to the EFL novice teacher. They think that the teaching profession is a profession that requires a lot of patience and perseverance. They also think that the EFL teacher should motivate, boost their learners' morale, and believe in them while at the same time setting some classroom regulations at the very beginning of the school year. This advice consists of things that will help novice teachers with large classroom management.

To sum up, the analysis of the EFL novice teachers' questionnaire, just like that of the inspectors' and headmasters' interviews, has shown, first, that the majority of the novice teachers perceive making pupils active in the learning process, low proficiency in speaking English, and grouping the pupils as the biggest challenges they face when dealing with large classes. whereas the interviewees stated other difficulties, such as a lack of their ability to transmit the message, dealing with different personalities and levels of their learners, and having difficulty in making the lesson understood by the pupils, second, EFL novice teachers are aware of how to manage their large classes that depend on it to offer better EFL instruction. Moreover, both EFL novice teachers and the interviewees agree that the teacher's performance is affected when he/she teaches a class of 30 pupils or more.

Answering the first question of the study, we can say that EFL novice teachers face different challenges while managing large classes, which are making pupils active in the learning process, low proficiency in speaking English, grouping pupils, dealing with pupils with different personalities and levels, having difficulty making the lesson understood, and their inability to deliver the message to the learners. Furthermore, it has been demonstrated that novice teachers employ a variety of steps to properly manage large classes. The results confirm our hypothesis that the massive number of pupils, presenting a perfect lesson, and flourishing of teaching methods affect the teacher's performance.

### 3.7. Recommendations and Suggestions

The major goal of our research was to identify the challenges that EFL novice teachers face while managing large classes. To overcome such a situation, it is beneficial for new teachers to consider the following useful tactics to become competent:

1. A novice teacher should employ excellent classroom management strategies.
2. Attendance in training programs is extremely beneficial and required for novice teachers.
3. In order to inspire pupils, novice teachers should divide them into pairs or groups.
4. The novice teacher should deal with pupils who are both active and passive at the same level.
5. A novice teacher should offer each pupil an opportunity.
6. A novice teacher should seek advice from more experienced colleagues.

### 3.8. Conclusion

The analysis of the questionnaire and the interview reveals that making pupils active in the learning process, low proficiency in speaking English, grouping pupils, dealing with pupils with different personalities and levels, having difficulty making the lesson understood, and the novice teacher's inability to deliver the message to the learners are the biggest challenges faced by the new teacher while managing large classes.

However, novice teachers use effective methods to manage their large classes, such as starting the lesson with a warm-up, clear, effective communication, or holding their attention to create a suitable learning environment and offer better EFL teaching.



# **General Conclusion**

### General Conclusion

This dissertation's ultimate goal was to understand the challenges that novice teachers face when managing large classes. In a large class, the most difficult tasks for novice teachers are controlling the pupils and providing an appropriate environment. For this purpose, a case study was conducted in the middle school of the Khattel Brothers in Tiaret.

In the first chapter's theoretical part, we provided a comprehensive idea of large classroom management and an overview of large classes. This chapter also discussed various seating arrangements. In addition, we clarify the advantages of large classes as well as assessing and teaching in large classes. We discussed novice teachers' challenges in the second chapter, including the definitions of novice teacher terms, the differences between novice and experienced teachers, and their needs. Furthermore, based on books and articles, we identified the challenges that they would face and provided areas of support that novice teachers need.

For the practical part, two means of data collection have been used: a questionnaire and an interview. The questionnaire was for novice teachers, whereas the interview was for headmasters and inspectors. The aim was to comprehend both novice teachers' and the headmasters' and inspectors' familiarity with large classroom management, the challenges that face novice teachers when dealing with large classes, and their role as headmasters and inspectors in assisting those novice teachers, according to their instructional objectives and requirements.

The results gained from both the questionnaire and interview emphasized our hypotheses. In fact, the majority of novice teachers recognized that the best large classroom management is a critical component that can help them overcome the challenges and difficulties they face during the teaching and learning process; they stated that making pupils active in the learning process, low proficiency in speaking English, and grouping their pupils are the most difficult challenges they face when teaching a large class.

Furthermore, novice teachers are aware of strategies for dealing with challenges in large classes as well as techniques for controlling pupils during the teaching process. Both novice teachers and headmasters and inspectors provide a variety of challenges that novice teachers experience while managing large classes. Making pupils active in the learning process, addressing low proficiency in speaking English, and grouping pupils are the most serious challenges that beginner teachers confront. However, according to the views of headmasters and inspectors, dealing with pupils of different personalities and levels, having difficulty making the lesson understood, as well as the novice teacher's inability to deliver the message to the learners, appears to be the most difficult challenges faced by a novice teacher.

In sum, we can say that there are a lot of challenges and difficulties facing beginner teachers in managing large classes. But not all novice teachers face those obstacles in their large classes. Over and above, it is demonstrated that teaching large classes has an affect on EFL novice teachers' performance.

To supplement their goals and requirements, novice teachers employ a variety of strategies and techniques to address these obstacles. Furthermore, the findings of this study support our hypotheses by highlighting the most common challenges that new teachers face while managing large classes:

- ✓ Making pupils active in the learning process.
- ✓ Low proficiency in speaking English.
- ✓ Grouping pupils.
- ✓ Dealing with pupils with different personalities and levels.
- ✓ Having difficulty to make the lesson understood.
- ✓ The novice teacher inability to deliver the message to the learners

In short, we can conclude that managing large classes poses several challenges and difficulties for novice teachers.

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# Appendices

# Teachers' Questionnaire

This questionnaire is for a study on the challenges faced by novice teachers while managing their large classes in the early years of their teaching at middle school, which aims to collect data for a research study. Your answers will be used only for research purposes. Please give your most candid and thorough response to the questions below by putting a tick (✓) and/ or making full statements whenever necessary. We extremely appreciate your collaboration.

**Part One: Background Information**

**Q1:** What is your gender?

Male

Female

**Q2:** How old are you?

20-25

26-30

31-39

More than 40

**Q3:** How many years of teaching experience do you have?

One year

Two years

Three years

Four years

Five years

**Q4:** How much do you like teaching?

Very much

Somewhat

Slightly

**Part Two: Teaching Circumstances in large classes**

**Q1:** What does a large class mean to you?

.....  
 .....  
 .....  
 .....  
 .....

**Q2:** What size is a large class for you?

30-40

40-50

50-60

**Q3:** What is the number of pupils in your class?

30-40

40-50

50-60

**Q4:** Do you think that teaching in large classes is a difficult task?

Yes

No

Why?

.....  
.....  
.....

**Q5:** How confident were you during your first days of teaching large classes?

Very confident

Somewhat confident

Not confident

Extremely nervous

**Q6:** What do you use to effectively manage your large classes?

- a.  Start the lesson with a warm-up.
- b.  Flexible employee grouping.
- c.  Clear, Effective Communication.
- d.  Hold their attention.
- e.  All the above.

Others: .....

**Q7:** Are you satisfied with your current teaching performance?

Yes

No

Not really

Please explain your answer

.....  
.....  
.....  
.....

**Part Three: Challenges and Difficulties**

**Q1:** What challenges do you face in managing large classes?

- a.  Grouping the pupils.
- b.  Low proficiency in speaking English.
- c.  Making students active in the learning process.
- d.  All the above.

Others:.....

**Q2:** What kind of psychological difficulties did you face during your teaching experience?

Stress       Anxiety       Losing self-confidence       Depression

**Q3:** What strategies do you use to address challenges in large classes?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Q4:** What techniques do you use to control pupils in large classes during the teaching process?

.....  
.....  
.....  
.....  
.....

Thank you for your collaboration

## Interview Questions

- 1) What is your role as an inspector/ a headmaster to do with a new teacher who has great potential but needs help with large-classroom management?  
(1) ما هو دورك كمفتش / مدير مدرسة يجب القيام به مع مدرس جديد لديه إمكانيات كبيرة ولكنه يحتاج إلى مساعدة في إدارة الفصول الدراسية الكبيرة؟
- 2) Do you see your English teachers need training in the area of large-classroom management?  
(2) هل ترى أن معلمي اللغة الإنجليزية بحاجة إلى تدريب في مجال إدارة الفصول الدراسية الكبيرة؟
- 3) Do you take tours around the English language classes to observe how the novice teachers manage the classes?  
(3) هل تقوم بجولات حول فصول اللغة الإنجليزية لملاحظة كيفية إدارة المدرسين المبتدئين للصفوف؟
- 4) Do you help your novice teachers with managing their large classes? If so, what kind of guidance do you provide?  
(4) هل تساعد المعلمين المبتدئين في إدارة فصولهم الكبيرة؟ إذا كان الأمر كذلك، فما نوع التوجيه الذي تقدمه؟
- 5) What kind of challenges or difficulties do novice teachers face as far as classroom management is concerned?  
(5) ما نوع التحديات أو الصعوبات التي يواجهها المعلمون المبتدئون فيما يتعلق بإدارة الفصل الدراسي؟
- 6) Is the teacher's performance affected when he teaches a class of 30 or more?  
(6) هل يتأثر أداء المعلم عندما يقوم بتدريس 30 فصل أو أكثر؟
- 7) How do you measure the success of a new teacher?  
(7) كيف تقيس نجاح المعلم الجديد؟
- 8) What do you expect from a novice teacher at a school?  
(8) ماذا تتوقع من مدرس مبتدئ في المدرسة؟
- 9) What advice would you give to a teacher who has one year of experience?  
(9) ما هي النصيحة التي تقدمها للمعلم الذي لديه سنة من الخبرة؟



Summary

EFL novice teachers are at the start line of proficiency development. They face many challenges and difficulties during their first years of teaching that are arduous to deal with and get over. Large classroom management becomes one of the most difficult obstacles for them. Therefore, a large number of pupils in a class may have an impact on learning in general and teacher-pupil engagement in particular. This study aims to determine the challenges that may face EFL novice teachers while managing large classes at middle schools. In other words, the research highlights the main novice teachers' challenges when teaching large classes, it tries to suggest some solutions to overcome them. In order to gather data, a questionnaire was conducted at the Khattel Brothers, Ait Omran, Belahssen Bokoush, and Bey Mohammed Middle Schools in Tiaret. The participants of this research paper are ten EFL novice teachers, seven inspectors, and headmasters. The results obtained from novice teachers' questionnaires, inspectors', and headmasters' interviews revealed that large classroom management caused several challenges to a novice teacher, such as making pupils active in the learning process, having difficulty making the lesson understood by the learners, grouping pupils, and dealing with pupils with different personalities and levels, are the most challenges faced by them. Furthermore, the findings showed that large classroom management depends on strategies and techniques to reduce those challenges as a result of achieving lesson objectives and creating a suitable environment to teach and learn.

**Keywords:** EFL Novice Teacher, Management, Large Classes, Challenges, Classroom, Pupils

المخلص

المعلمون اللغة الإنجليزية كلغة أجنبية المبتدئين هم في بداية تطوير المهارة. يواجهون العديد من التحديات خلال سنواتهم الأولى من التدريس والتي من الصعب التعامل معها والتغلب عليها فيما يتعلق بإدارة الفصول الدراسية الكبيرة. تهدف هذه الدراسة إلى تحديد التحديات التي يواجهها مدرسو اللغة الإنجليزية كلغة أجنبية المبتدئين أثناء إدارة الفصول الكبيرة في المدارس المتوسطة، وتحاول اقتراح بعض الحلول للتغلب عليها. للإجابة على سؤال البحث الخاص بنا ومتطلبات بحثنا، نحث على اتباع طريقة مختلطة تجمع بين النهجين النوعي والكمي. من أجل جمع البيانات، تم إجراء استبيان في مدراس المتوسطة إخوة ختال، وأيت عمران، وبلحسن بكوش، وبأي محمد في تيارت. المشاركون في هذه الورقة البحثية هم عشرة مدرسين مبتدئين في اللغة الإنجليزية كلغة أجنبية، وسبعة مفتشين ومدراء (2 مفتشين، و5 مديرين). كشفت البيانات التي تم الحصول عليها من استبيانات المعلمين المبتدئين، والمفتشين، ومديري المدارس أن إدارة الفصول الدراسية الكبيرة تسببت في العديد من التحديات للمعلم المبتدئ، مثل تنشيط الطلاب في عملية التعلم، وصعوبة فهم الدرس من قبل المتعلمين، والتجميع يعتبر التعامل مع التلاميذ من مختلف الشخصيات والمستويات من أكثر التحديات التي يواجهونها. علاوة على ذلك، أظهرت النتائج أن إدارة الفصول الدراسية الكبيرة تعتمد على استراتيجيات وتقنيات للحد من تلك التحديات نتيجة تحقيق أهداف الدرس وخلق بيئة مناسبة للتدريس والتعلم.

*الكلمات المفتاحية:* مدرس المبتدئ في اللغة الإنجليزية كلغة أجنبية، الإدارة، الفصول الكبيرة، التحديات، الفصل الدراسي، التلاميذ

Résumé

Les professeurs novices d'EFL sont sur la ligne de départ du développement des compétences. Au cours de leurs premières années d'enseignement, ils font face à de nombreux défis ardues à relever et à surmonter en matière de gestion de grande classe. Cette étude vise à déterminer les défis auxquels sont confrontés les enseignants débutants EFL lors de la gestion de classes nombreuses dans les collèges, elle tente de proposer des solutions pour les surmonter. Pour répondre à notre question de recherche et à l'exigence de notre investigation, nous préconisons une méthode mixte combinant à la fois des approches qualitatives et quantitatives. Afin de recueillir des données, un questionnaire a été réalisé dans les collèges des frères Khattel, Ait Omran, Belahcen Bokoush et Bey Mohammed à Tiaret. Les participants à ce document de recherche sont dix enseignants débutants EFL, sept inspecteurs et directeurs (2 inspecteurs et 5 directeurs). Les données obtenues à partir des questionnaires des enseignants débutants, des inspecteurs et des entretiens avec les chefs d'établissement ont révélé que la gestion d'une grande classe posait plusieurs problèmes à un enseignant débutant, tels que rendre les élèves actifs dans le processus d'apprentissage, avoir des difficultés à faire comprendre la leçon aux apprenants, regrouper élèves, et traiter avec des élèves de personnalités et de niveaux différents, sont les principaux défis auxquels ils sont confrontés. En outre, les résultats ont montré que la gestion d'une grande salle de classe dépend de stratégies et de techniques pour réduire ces défis grâce à la réalisation des objectifs de la leçon et à la création d'un environnement propice à l'enseignement et à l'apprentissage.

**Mots-clés :** Enseignant débutant EFL, Gestion, Grandes classes, Défis, Salle de classe, Élèves