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LANGUAGE

The Challenges of Teaching English in Algerian Primary Schools: A Study of Novice Teachers' Experiences in Eight Primary Schools in Mostaganem

Dissertation

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Dedication

To my parents and my beloved siblings for their unwavering love, encouragement, and support

throughout my academic journey. I am forever grateful for the sacrifices they have made to

ensure my success.

And finally, to my dear friends, who have been there for me through thick and thin, cheering me

on every step of the way. I am honored to dedicate this thesis to all of you, with heartfelt

gratitude and appreciation

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Abstract

Teaching is a profession noted for its complexity and difficulties, especially for new instructors who are just beginning their careers. Many new teachers may second-guess their decision to become teachers after their first year of employment since it may be a demanding experience. This is especially true in the current period of educational innovation and rapid progress, which presents new obstacles for teachers to overcome. This study aims to investigate the challenges faced by novice teachers during their first year of teaching, and whether these challenges impact the teaching process and hinder the achievement of educational goals. It also examines the extent to which novice teachers are adequately trained to cope with these challenges and the strategies they use to overcome them. The study consists of three chapters, with the first providing an overview of the context of teaching English as a foreign language in Algeria and defining novice teachers and their challenges. The second chapter analyzes and discusses data gathered through teacher questionnaires and classroom observations. The findings reveal that novice teachers indeed struggle with student behavior, time management, working with parents and the administration, as they lack adequate training to handle these challenges. While the last chapter was devoted to a set of recommendations that aim to spread awareness and help new teachers by providing solutions and practices that facilitate dealing with different problems, thus improving the quality of education and creating an effective learning environment

Key words: *TEFL, Novice teachers, Challenges, Training, Teaching process.*

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General Introduction

Every year many people join the field of education without realizing the challenges and obstacles that lie ahead. Especially during the first year of their career which makes most of them reconsider their decision of becoming a teacher, this transition from the training stage to the first teaching job has been described as a dramatic and a traumatic process (Veenman, 1984) because teaching is a complex and special profession that requires practice, flexibility, endurance, and continuity in order to be able to deal with different categories of students with different needs, interests, backgrounds and personalities. This profession is full of difficulties especially to novice teachers because finding the right tools to create a successful classroom and overcome these difficulties can be overwhelming even for the most experienced teachers since the success of the educational process depends on the interaction that occur between specific elements such as the teacher, the Students, the materials, the curricula, and the methods used etc.

New teachers face difficulties and challenges that often prevent them from achieving this interaction between these elements, and thus this leads to a failure in the process of building an effective learning environment. Especially with the constant development in the educational field in both teaching and learning, along with the lack of appropriate training. These factors can collectively undermine the success of new teachers in their roles, and create significant barriers to achieving positive learning outcomes.

Despite the numerous studies on novice teacher induction programs and the challenges faced by new teachers, there is still a gap in the literature regarding the challenges novice teachers face in the context of teaching English as a foreign language in Algeria, which is currently experiencing rapid progress and innovation in education. The existing literature does not provide enough insights into the challenges faced by novice teachers during their first year of teaching and the strategies they use to overcome these challenges. Additionally, the literature

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does not explore the extent to which novice teachers are adequately trained to cope with these challenges and the impact of these challenges on the teaching process and the achievement of educational goals

Therefore, the main aim of the current study is to unveil the problems and the difficulties that face new teachers during their first year in the educational field. In addition to knowing whether these challenges affect the progress of the teaching process, or prevent the achievement of educational goals. It also tries to find out if the new teachers have received the appropriate training to deal with these challenges and what kind of strategies and procedures were followed to solve those problems and cope with every situation they face. Therefore, the main question that this study aims to answer is: what are the challenges faced by novice English teachers during their first year of teaching in primary schools, to answer this question, the study will explore the following sub-questions

1.   To what extent are novice teachers in Algeria adequately trained to cope with these challenges?

2.   What are the strategies and the methods used by teachers to overcome these challenges ?

3.   What is the impact of these challenges on the learning outcomes ?

The study is based on a set of hypotheses that explore the research questions. The main hypothesis suggests that new teachers face challenges in managing their classrooms, motivating their students, time management, curriculum freedom, and dealing with students' parents. Moreover, the study also posits three additional hypotheses:

1.   New teachers lack sufficient training to deal with these challenges.

2.   Novice teachers adopt various strategies and activities to overcome these difficulties.

3.   These challenges and obstacles negatively affect the learning outcomes of students.

The motivation behind this study is to shed light on the struggles and the challenges that face Novice teachers during the first year in their career, this will provide a significant contribution to the field of education since addressing these problems will spread awareness and help new teachers by giving them the chance to learn more about these challenges and extend their knowledge, this study provides solutions and practices that facilitates dealing with different problems and help them adapt quickly to every situation, thus improving the quality of education and creating an effective learning classroom.

This study is important because it aims to explain the position of English language rookie instructors in the Algerian educational system and analyze the difficulties new teachers in the E.F.L. classroom in Algeria face. Understanding the obstacles faced by novice teachers is crucial for promoting their growth, enhancing teacher retention rates, and ultimately ensuring high-quality education for young learners. Moreover, such research can shed light on systemic issues within the education system, facilitating the implementation of reforms and the creation of supportive environments that enable novice teachers to thrive. By valuing and investing in research on the challenges facing novice teachers, we prioritize the improvement of teaching practices and the cultivation of a nurturing educational ecosystem for both educators and students alike.

This study is organized into three chapters. The first chapter provides a comprehensive literature review of the TEFL field, teaching as a profession, and the challenges and obstacles that novice teachers face, along with the importance of teacher training. This chapter aims to provide a solid theoretical foundation for the study and examine the previous research findings in the field of education to develop a deeper understanding of the subject matter. The second chapter describes the research design and methodology of the study, including the participants,

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data collection tools, and the analysis process. The practical side of the study is also presented in this chapter, which includes observations of novice teachers in the classroom, in addition to the distribution of a questionnaire among a sample of teachers. The data collected from the observation and the questionnaire will be analyzed and discussed in detail in this chapter.

While the last chapter is dedicated to presenting recommendations and suggestions for novice teachers. It provides practical advice and strategies for overcoming the challenges and obstacles faced by novice teachers in their first year of teaching. Additionally, this chapter aims to contribute to the ongoing dialogue on the topic and inspire future research in the field of education.

Chapter One

The literature review

TEFL in Algeria and Novice

Teachers

1 .1 Introduction

English takes over as the primary language used by the majority of people worldwide as a result of the advancement of globalization and its effects on all nations, including Algeria, which is currently experiencing a political movement calling for the removal of the current government and the installation of a new one, there is a linguistic movement that seeks to replace French with English in sync with this movement.

1 .2 Teaching English as a Foreign Language

English is considered as major global common language that is spoken by the majority of the world's population. The expansion of the British empire between the 17th and the 19th centuries and the rise of the United States as a major economic force in the 20th century are the two main causes of English's current prominence. The domination of English can be seen in various contexts such as the entertainment industry, politics, journalism, and technology. This language evolved and spread to be the main official language of most international organizations, adding to that English is the language of science. Given English's predominance around the globe, teaching English as a foreign language has become crucial in today's culture. It is seen as the best opportunity for any person to expand their knowledge and become more globally minded. This implies that studying English gives everyone a lot of opportunities to develop in life.

1 .2 .1 Historical Background on TEFL

English is a language spoken by millions of people all over the world, this language evolved over generations and across continents to be spoken today by most people. It is impossible to go back far enough into history to know exactly where English came from originally as the historical records don't go back that far. However, according to Baugh and Cable (2002) the development

of the English language can be traced back up to 6000 years ago. First, when the Germanic tribes invaded Britain and old English was introduced, overtime the language changed dramatically and evolved further with the Vikings invasion in addition to the hundred years war with France to become the language we speak today. In simple words English is a combination of French, Latin, German, old Norse, and various other languages that developed over thousands of years to be spoken by millions of people around the world.

With the development of the English language and its widespread throughout the world it rapidly became the dominant global language and the most valuable one that entered all the sectors of life. This makes teaching it or learning it as a non-native speaker a necessity of life. According to UNESCO (2018) the number of people speaking English in the world is more than 1 billion, which means that more people speak English as a second language than there are native English speakers in the world. So, it is fairly to say that throughout history teaching English as a foreign language has always been an important practical concern.

Analyzing the history of teaching English as a foreign Language or TEFL as it is most commonly referred, scholars were able to identify numerous approaches that have emerged, One of the most important works in this field is the study of Howatt and Smith (2014) who believed that the history of TEFL is highly linked to sequence of complex methods that was developed over four different periods which are the classical period, the reform period, the scientific period, and finally the communicative period.

Crystal (2010) believed that the truth behind English being the global language and not some other can be explained from two viewpoints. The first is the geographical-historical one and the second one is the socio-cultural. The geographical-historical aspect is represented in the movement of English around the world and how it expended and developed from the Americas

and Asia to Africa and the South Pacific to become the official language that is adopted in most counties of the world. While the socio-cultural one looks at the extent of the penetration of the English language in the areas of political and international life, whether in communication, media, safety, or entertainment. It also looks at how these various fields became highly dependent on the English language.

1 .2 .2 Definition of TEFL

According to the Oxford Essential Dictionary (2006), TEFL is an abbreviation that is short for teaching English as a foreign language and it is defined as "the teaching of English to people who speak other languages" (p, 126). In other words EFL is a term that describes the use of English by non-native speakers in a country where English is not dominant. This term has also been defined by many scholars, Gebhard (2006) believed that EFL is the study of English by individuals who live in areas where English is not used to communicate. Similarly, Yoko Iwai (2011) who agreed on the same idea, as he indicated that EFL refers to those who learn English in non-English speaking countries, which means that EFL is mostly found in regions where the English language is not often spoken by citizens. Alongside with the same line Santoso (2010) defined EFL as the study of English by non-native speakers living in a non-native environment and possibly taught by non-native speakers of English.

Harmer (1988) on the other hand argued that "EFL described situations where students were learning English in order to use it with any other English speakers in the world" (p. 19), In other words, it is fair to say that English as a foreign language is tough for a specific purpose whether to expand the individuals concepts and perception of the word or opening more doors to employment opportunities. Additionally, Camenson (2007) indicates that TEFL is a program for teaching English as a foreign language, in this program student may live in a country where their own language is the primary tongue. According to him the need to learn English is for the

purpose of academic study, preparation for travel to an English-speaking country, or for business.

By way of explanation, teaching English as a foreign language can be defined as teaching English to students whose first language is not English. It occurs in nations where English is not commonly spoken. The wide use of that language in different situations of life such as education, law, politics, trading, business, etc is the main purpose behind teaching and learning English as a foreign language by non-native speakers.

1 .2 .3 The Importance of TEFL

The English language is no longer a luxury as it was before, but has become one of the most important skills that every individual must possess, regardless of his field or age. By not being proficient in the language, you limit yourself to a certain range because today English is considered as the world's most widely studied foreign language. According to Graddol (1997) there are over 1.5 billion English speakers around the world. 350 million of them speak English as their mother native language. On the other hand, 375 million use it as a second language, and 750 million others use English as a foreign language. The wide spread of this language throughout the world, made it learned and taught by native and non native speakers.

Many researchers emphasized the importance of TEFL, Kennedy et al (1984) states: "The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication; and access too much scientific and technical literature is difficult for those with no knowledge of English" (p. 1). This implies that teaching English as a

foreign language guarantees the individual accesses to unlimited educational and knowledge resources in addition to enriching his own content and delivering it to the world.

By the same token, Crystal (2003) states "English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology. And access to knowledge is the business of education" (p. 110). According to him, education is one of the most significant reasons behind making English an official foreign language in schools in so many nations. Furthermore, he indicates "a person is more likely to be in touch with the latest thinking and research in a subject by learning English than by learning any other language" (p. 110).

Indeed nowadays, the English language is the language of the internet, of science, and technology. This means that it has entered all areas of life therefore having a good knowledge of the English language will give you access to hundreds of scientific papers and research papers as well as films, music and literature from different countries , not to mention the fact that many books from all over the world have been translated into English.

English language proficiency is a requirement for employment in a variety of large, multinational corporations. By mastering the English language, you will have an advantage over other job candidates who have the same skills but only speak one language. Graddol (2006) points out: "Good English is an entry requirement for much tertiary education in a global market where English gives the user a competitive advantage" (p. 122). That being the case, English as a foreign language helps broadening the job search and create more opportunities for employment.

1 .2 .4 Teaching English as a Foreign Language In Algeria

Due to the colonial conditions that Algeria experienced for a century and a half. The linguistic situation in the country has always been a subject of controversy that is determined by historical and political ideologies. Dealing with this complex issue of language was not an easy task for the Algerian policy makers, according to Tabory and Mala (1987) :

> The Algerian situation is complex, as it is a crossroad of tensions between French;
>
> the colonial language and Arabic, the new national language; classical Arabic

versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situation by states planning their linguistic, educational, and cultural policies. (p. 64)

After Algeria's independence in 1962, the French language occupied several fields within the country for a long time as it was the language of the colonizer. This language was widely used as a daily language in various cities. Moreover, it became the language of administrative and economic transactions in many service sectors in addition to the educational field since it started to be taught from the second year of primary education and it turned to become the language of the scientific disciplines such as mathematics and physics.

Later on, the social and economic developments that was brought by the globalization pushed Algeria to implement a new educational reform that is distinguished by the use of English as a second foreign language and to be taught in the national educational program. Zughoul (2003) states:

In Arab North Africa, and despite the fact that French has had a strong foot hold in Tunisia , Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact the tendency of what can be termed a shift from French to English in thus countries cannot be cancelled. (p .122)

The Algerian authorities and the curriculum developers came to realize the vital role played by the English language on the international level, as they tried to present it starting from the level of first–year middle school. The language at this level covers four years where learners study it three times a week with an EFL teacher. They take two tests and one exam each semester. This stage of middle school had always been considered as an important foundation for the English language learning and development owing to the fact that by the end of this period

the student is expected to be able to use this language and to master its basic functions, in addition to developing communicative competence in English.

After passing the national basic education certificate examination (BEM), students in Algeria proceed to the secondary level where they are exposed to the English language for a period of three years. However, the specific timing of English language instruction may vary depending on the student's level and area of specialization. During this period, students are expected to gain a solid foundation in the English language and develop proficiency in the four basic skills of language learning, namely reading, writing, speaking, and listening. These skills are deemed essential for effective communication in English and for further academic and professional pursuits. Additionally, students are encouraged to acquire transversal competencies such as critical thinking, problem-solving, and adaptability, as well as interpersonal skills to help them navigate the complexities of a globalized world. The secondary level English language curriculum is designed to achieve these goals and to equip students with the necessary language skills and competencies to thrive in a rapidly changing world

At the end of the third year the students sit for the baccalaureate examination which is known as the abbreviation « BAC ». Passing this exam will give them the ability to access to higher education where the adopted system by the Algerian universities is the LMD system (License-Master-Doctorate) which has been in operation since September 2004. After passing the baccalaureate exam. The student can specialize in English at the university level, where the language covers eight years of studies divided into three stages, License. Master and doctorate.

The License's stage extends for three years, during which the student receives a set of subjects such as literature, Civilizations, Linguistics, Phonetics etc, to form the basic foundation of the English language. The second stage which is a master extends for two years, meaning four semesters three of which are theoretical, during this period the student specializes in one of the

following specializations: Literature, Civilization, Didactics, Language and communication etc. The specializations varies depending on the university,

The last semester culminates with a graduation thesis to be discussed. In terms of the doctorate degree, the applicant joins this phase after passing a competition, this stage covers three years including a theoretical one, the candidate must submit an original academic research to be discussed at the end of this period.

1 .2 .4 .1 Teaching English as a Foreign Language in Primary Schools in Algeria

English is currently considered the most commonly taught language worldwide due to its practical value. This has led to a growing awareness among the Algerian population, including parents, about the importance of English language learning. This has resulted in increased demands for early English language instruction, which prompted the Algerian government to respond accordingly.

Recently and for the first time in the country's history, Algeria adopted the teaching of English at the primary level through a decision issued by president Abdelmadjid Tebboune on June 19, 2022. He emphasized the need to include the language in primary education. As he said at a news conference on July 30 "French is a spoil of war while English is the language of research and science, and it must be taught and given more attention,"

According to this decision, English will become the second foreign language at the primary level, alongside with French. Children are taught English starting from the third grade. The language covers three years where young learners are introduced to two types of recourses, linguistic recourses and cross-curricular resources twice a week.

When it comes to the organization of teachers' work at this level of education, each teacher must coordinate his time with more than three primary institutions, where he teaches one to two

classes from each school twice a week. The duration of the lesson varies based of the school's timetable from 45 minutes to one hour.

According to the Algerian National Curriculum Council (2022) the integration of more than one language in primary education is an advantage that enables children to adapt to globalization. This feature provides them with access to modern and different knowledge. The syllabus makers believe that the inclusion of the English language in primary education allows the child to expand their worldview and have access to global knowledge, given the fact that English is the language of innovations, commercial transactions, likewise communication. This will facilitate the child's integration into the world around him.

1 .2 .4 .1 .1 The Curriculum

In Algeria's primary schools, English language instruction is typically introduced in the first or second year of schooling. The primary objective of the curriculum is to introduce students to fundamental vocabulary, grammatical rules, and sentence constructions, with the aim of helping them develop a basic understanding of the English language and improving their communication skills.

One of the major goals of the program is to prepare students for studying English as a second language in later years of their education. To achieve this objective, primary school English instructors use a variety of teaching strategies and resources, including textbooks, workbooks, flashcards, songs, and games. These materials are designed to make learning the language more engaging and enjoyable for students.

In addition, technology is increasingly being used in English language instruction in Algeria's primary schools. Teachers use multimedia tools, such as films and online games, to make the learning process more interactive and to help students stay interested and motivated.

Despite these efforts, there are still some challenges to effective English language instruction in Algerian primary schools. The lack of resources, particularly in rural areas,

presents a significant problem that may limit students' exposure to the language and impede their language development. The lack of trained English language instructors is another issue that may affect the quality of education and the development of students' language skills. Additionally, the large class sizes and the limited amount of class time devoted to English language instruction may make it difficult for students to achieve the desired level of proficiency in the language.

1 .2 .4 .1 .2 The Textbook

It is needless to say that the use of textbook is one of the most popular teaching materials in foreign language classes, since it is considered as a tools that help both teachers and learners achieve their educational goals,. As stated by Sheldon (1988), "The textbooks represent the visible heart of any ELT program"(p. 238). According to Oxford Essential dictionary (2000) , a textbook is defined as "A book that teaches you about something" (p. 417) In accordance with this definition the textbook is considered as a book that contains knowledge about something. Hutchinson and Torres (1994) state that:

"the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook." (p. 315)

Simply put, the textbook is a fundamental pillar for the teacher in the educational process. it explains the outlines of the subject and its teaching methods. Similarly, Cortazzi and Jin (1999) indicated that the concept of textbook can be introduced in five elements which are a teacher, a map, a resource, a trainer and an authority. In other words, the importance of the textbook covers various aspects of the educational process, starting from the planning and design of the educational curriculum, to the stage of its application, evaluation, and development.

However, other researchers expressed contrary views, Allwright (1981) argues that the perfect textbook does not exist as there is no textbook that can fit all the needs of the student,

teacher, school or the curricula. In the same way, Graves (2000) indicated: "what one teacher considers an advantage in a textbook, another teacher may consider a disadvantage." (p. 175). In brief textbooks can be defined as an important tool for the teaching-learning process as it plays the role of a guide, moreover it is considered as a source for educators and learners to rely, However this tool is not ideal since it is not suitable for the diverse learning backgrounds, or needs.

In regards to the English textbook for the primary school in Algeria "My book of English" The book consists of 64 pages that includes six units, Each unit includes its own theme and objective, during which the student develops his linguistic and communication skills, the content of the text book aims to enable the pupil to learn about his family and school surroundings. Additionally it offers multiple activities that intent to help the child open up to the world and develop his global competence. According to the curriculum designers, the main focus should be on the oral aspects of the language acquisition and communication without neglecting the written aspect during the upcoming levels.

1 .3 Challenges of Teaching For Novice Teachers

The teaching profession is considered as the only one that is capable of fostering successful civilizations that comprehend life's complexities and keep up with everything that is new in the globe. In many societies, it is the profession that produces scholars and intellectuals. And before it is a profession, it is a message similar to that of the prophets and messengers, peace be upon them. Contemporary worldwide experiences have demonstrated beyond question that education is the true beginning, if not the sole beginning of national growth.

1 .3 .1 Teaching as a Profession

According to the Oxford Advanced Learner's Dictionary of Current English, teaching means "to give instruction to somebody to know or be able to do something: give to somebody knowledge,

skills, etc" (Homby, 1987, p.886). In the same line, Brown (2002) described teaching as the process of directing, giving instructions and aiding someone to learn how to do something or to be able to comprehend. In the words of Amidon (1967) teaching is defined as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities" (Cited in Rajagopalan, 2019, p.6). By way of explanation teaching is a system of activities that are based on the interaction between the teacher and the student inside the classroom.

Morisson (1934) believed that teaching refers to the interaction between two persons with different levels of knowledge and skills. As the person with the high level intend to improve the latter's education. Similarly, Dewey (1934) linked the concept of teaching to the act of selling, while learning is to buy which means that there is a sort of a give-and-take operation between the educator and the learner. (Cited in Rajagopalan, 2019, p.6).

Thus teaching is basically a process of communication between teacher and student. Its aim is to achieve specific educational goals and raise the level of students. As a profession it requires attention at its highest levels, since it plays a crucial role in fulfilling the objectives of providing all students with an education of the greatest level, which calls for their ongoing competency development. Therefore, teaching is a complex task that is full of challenges and difficulties especially for teachers starting their career.

1 .3 .2 Definition of Novice Teachers

The term novice has been always used to refer to beginner teachers. It describes teachers who are not very experienced or acquainted in the teaching profession during the first years of their career (Farell, 2007). Novice teachers can be defined as educators who have recently completed their university studies, graduated, and started their teaching career, they are also known as newly qualified teachers (NQTs), beginning teachers, neophytes, and pre-service teachers.

Numerous scholars limited the definition of this term to those with fewer than five years of experience. Kim and Roth (2011) stated "the term novice teacher is defined as a teacher with less than five years of teaching experience" (p. 4). In the same line Davis, Petish and Smithey (2006) indicated that the concept of novice teachers covers both pre-service and early career teachers with approximately five years or less of practicing the teaching profession, This definition is also shared by Ingersol and Smith (2003), who described a novice teacher as a beginner who has been teaching for no more than five years. This idea was supported by Rodríguez and McKay' s view (2010) who emphasized on the fact that every teacher with more than five years in the teaching field is considered as an experienced one.

Conversely, other researchers such as Borko, Eisenhart, Brown, Underhill, Jones & Agard, (1992); Drake, (2000); Huberman, (1989) ; Leinhardt & Greeno, (1986); Shealy, (1994); Sherin & Drake (2000); Wilson, Shulman, & Richert, (1987), believed that a novice teacher a is a teacher with less than three years of experience (Cited in Barrett et al., 2002 p, 15).

Likewise, Freeman (2001), Gatbonton ,(2008) and Bastick, (2002) agreed on the same idea as they characterized a novice teacher as someone who has been teaching for no more than three years. Similarly, Coffey (2008) indicated that the term "beginner" is often used interchangeably with "new" and "novice" instructors in the first three years of employment. A novice teacher hence is a term that is used to describe teachers with a low level of experience during their first five years in the teaching profession, during this period the teacher as a new comer is still developing his teaching skills and philosophy.

In the field of education, being a novice in your first years of teaching and being a teacher with more than ten years of experience are two different things since there is a big gap between the way the novice teacher and the expert one would deal with the educational process. A novice teacher as it is mentioned previously is a teacher with minimal to no prior experience of

teaching. This term basically refers to beginner during the first five years of their career. An expert teacher on the other hand is a term used to describe teachers when they reach a certain level of quality.

Defining experienced teachers can be complicated, Teachers and administrators may characterize experienced teachers as individuals who have been teaching for a significant amount of time, who are skilled at managing their classroom and planning their lessons, Keeping the students engaged, in addition to having the ability to alter their lesson plan midway through to take advantage of unanticipated chances to improve student learning. (Rodríguez and McKay, 2010)

Other researchers believed that the identification of an experienced teacher is highly linked to the number of teaching years. Accordingly, an experienced teacher is someone who has been practicing the teaching profession for more than five years. (Gatbonton, 1999; Martin, Yin, & Mayall, 2006; Richards, Li, & Tang, 1998; Tsui, 2003, 2005)

It is important to mention that according to some scholars being an experienced teacher does not mean necessarily being an expert one. Some teachers might be teaching for years yet they are still considered as " Experienced non-experts" (Tsui,2003, p,03).

In the same stance, Hattie (2003) Stated that there are differences between experienced teachers and expert teachers. According to him expert teachers can be distinguished by five dimensions which are first the ability to identify the essential representations of their subject, second guiding learning through classroom interactions, third monitoring learning and providing feedback, another dimension which is attending to affective attributes, in addition to influencing student outcomes. That is to say, becoming a skilled teacher does not require years of teaching experience, what is required is the pedagogical knowledge and the right way to use it. With the proper training a teacher can be an expert one from the very first day in the profession.

Studies have shown that the main differences between an experienced and a novice teacher lie in the content they teach, the way they are teaching it, their skills, knowledge and confidence. (Tsui,2003). In the same way, Richards and Farrell (2005) distinguished experienced teachers from neophyte teachers depending on several criteria. They claim that experienced teachers have a rich knowledge base, the ability to integrate and use different kinds of knowledge, the ability to make intuitive judgments based on past experience, the desire to investigate and solve a wide range of teaching problems, deeper understanding of students' needs and student learning, awareness of instructional objectives to support teaching, and a better understanding and use of language learning strategies. (p, 7-8)

While classroom management is considered as one of the most difficult responsibilities for novice teachers, experienced teachers view it as a primary goal that should be adjusted during the first week of the school year (Britt, 1997; Jacques, 2000; Savage & Savage, 2009). Sharing the same point of view, Gee (2001) and Smith (2000) indicated that beginning teachers tend to be less flexible due to their poor knowledge of classroom skills, unlike experienced teachers who have the ability to manage their classrooms easily and effectively (Doyle, 1986), in addition to being adaptable and easy-going (Kerrins & Cushing, 2000).

There has been a lot of studies done on the variations in terms of decision-making between experienced and new instructors. In a study conducted by Westerman (1991) where he compared between the way an expert and novice think during three stages of decision-making which are planning, teaching and reflecting. The findings of those showed that plans where content and theoretical knowledge are minor effects tend to limit new teachers' development.

This study was developed further when Berliner (1988) suggested that inexperienced instructors mentally portray their teachings incorrectly or too narrowly when they are planning. This will present discomfort and cause problems during teaching. Similarly, Borko and Livingston (1989) indicated that experienced instructors demonstrated better pedagogical and

topic understanding than beginner ones. Likewise, Gage and Berliner (1984) believed that beginning teachers lack expert-level meta-cognitive and monitoring abilities due to their less developed schemas. That is to say, educators with these skills are able to monitor classroom conditions, identify issues, and take action to address them.

Simply put, most scholars tend to agree on the fact that novice teachers differ from experienced ones in terms of skills, knowledge, planning, reflection and dealing with classroom problems. Furthermore, they demonstrate that teachers with less experience face problems during the first years of their teaching career since the work of a novice teacher is considered as one of the most challenging professions. Hayon and Peretz (1986) stated that "the transition to working life can be said to be a difficult one in all professions. It would appear, however, that the feeling of shock, … is much more acute in teaching than it is in other professions" (p. 141).

1 .3 .3 Challenges Encountered By Novice Teachers

When new qualified teachers start their first year of teaching, a whole new universe opens up for them where the main thing that they need to focus on is to survive since they feel as strangers or insiders in a strange land (Parajes, 1992) . Because each novice teacher's initial years of teaching are unique depending on the personality of the teacher, his desire to teach, and the extent of his mastery of the scientific material he presents therefore those first years are dealt with differently. However according to Huberman (1993) all beginning teachers share the same common concerns as they experience what is known as the teacher career cycle model of professional development which covers seven stages. The first one is called survival and discovery and it occurs during the first three years of teaching. He states:

> The hypothesis is fairly obvious: Teachers have different aims and different dilemmas at various moments in their professional cycle, and their desires to reach out for more information, knowledge, expertise and technical competence will vary

accordingly...A core assumption here is that there will be commonalities among teachers in the sequencing of their professional lives and that one particular form of professional development may be appropriate to these shared sequences... (p. 193)

Novice teachers experience fear and anxiety, as they feel that they are not ready to take on the responsibility of teaching. Their only concern is to survive and to be able to overcome the various problems they face, such as maintaining classroom discipline and having a good rapport with the students. With regards to the second element which is discovering, Huberman (1993) indicated that this stage is where teachers feel the excitement of becoming teachers controlling their own classrooms and students.

During this shift from observing to practicing the teaching profession, most novice teachers experience what is called "the reality shock" or "the transition shock". Sabar's study (2004) showed that once teachers start their career, all of their expectations about teaching become fantasy as soon as they are confronted with reality. In like manner, Smith and Helleve (2009) believed that the main reason behind this shock is the mismatch between the high hopes of the teachers and the reality they face when they first begin teaching, this idea was further emphasized when Veenman (1984) stated:

> The transition from teacher training to the first teaching job could be a dramatic and traumatic one. In the English and German literature, this transition is often referred to as the "reality shock", "Praxisshock", or "Reinwascheffekt". In general this concept is sued to indicate the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life. (p. 143)

Rust (1994) conducted a study on two newly qualified teachers who entered the field, with an image of being the ideal teacher who can play the role of a facilitator and a source of knowledge. The study showed that the two novice teachers found themselves eventually feeling lonely, isolated, and insecure once they realized they were unprepared to practice the profession

in addition to not being able to cope with the teaching environment around them. Equivalently, Olson & Osborne (1991) claimed that most neophyte teachers experience stress, anxiety, and frustration while trying to balance between their ideal expectations of becoming an effective teacher and what is possible to achieve in reality. This huge transition according to Corcoran (1981) can be described as a "Not knowing" phase. During this phase teachers feel overwhelmed and lost since there is more responsibility and pressure on them to become professional teachers who can master the teaching skills and perform well inside the classroom.

The effectiveness of the educational process depends on the extent of the interaction of its constituent parts and its development, and since the teacher is indeed the central aspect of this process, his first and main responsibility is to ensure the success of this interaction. However while teaching, a huge number of instructors encounter several challenges that limit its development and prohibit the attainment of its main goals. These challenges are connected to various facets of teaching including the teacher himself, the subjects and courses, the classroom, the students, in addition to the school environment and the laws adopted in the educational institution. therefore, it is not easy for teachers to deal with such challenges especially during the initial years of the profession.

According to Cakmak's (2013) study, inexperienced teachers struggle with understanding how to educate and interact with their students in the most effective ways, meaning that creating a good rapport with student is a challenge for them, they also tend to know how to evaluate students in theory. However, they're unable to put that knowledge into practice, Cakmak (2013) also believed that novice teachers lack experience and confidence which makes it difficult for them to manage their classes.

The majority of previous studies agreed on the fact that classroom management is one of the biggest challenges that face novice teachers. According to Melnick and Meister (2008),

classroom management is the main obstacle for new teachers, and in comparison to veteran teachers' classrooms, novice instructors were more likely to claim that student conduct was a severe issue in their classrooms. Which means that those issues which are represented in the teacher's incapacity to control the class and the students' lack of compliance, will lead to waste of instructional time and the failure of the educational process. Similarly Veenman (1984, as cited in Kardos et al, 2011) who believed that managing classrooms is considered as one of the main challenges that face newly hired teachers, as he indicated that teachers struggle mostly with discipline, motivating student and dealing with diversity inside the classroom

This idea has been agreed upon and supported by several scholars (Duck, 2007; Freiberg, 2002; Meister & Melnick, 2003; Merrett & Wheldall, 1993; Stoughton, 2007.) they argued that most new teachers lack the classroom management skills necessary to manage administrative responsibilities, the curriculum, and behavioral issues in today's classrooms, and mostly due to their poor preparation (cited in Zubair, 2013).

Managing large classes is also a challenge for new teachers since it requires specific skills, knowledge and experience as Scrivener (2012) stated " there is a law that says the larger a class, the poorer the learning must be" (p, 96) . Due to the sheer number of students with a variety of learning preferences and interests, managing large classrooms can be challenging for teachers. Brown (2001) stated that "language classes should have no more than a dozen people or so" (p.196) because the phenomena of overcrowded classes has a very negative impact on the teacher and the learning process, as it creates a psychological condition that causes emotional tension, a lack of accomplishment, and a feeling of balance for the teachers as a consequence of overwork and pressure (Naseer, 2019).

Time management is one of the fundamental and crucial skills that a teacher should possess considering that he must use the classroom time wisely to meet the different needs of his

students. However this task can be challenging for new teachers due to several factors that cause class time to be misspent, such as: not allocating the teaching time to the educational objectives appropriately, transition from one task to another, the absence of the teacher and the students, in addition to their lack of attention and finally the absence of materials and instructional resources (Issawy ,2008).

Motivating pupils can be a challenge for new teachers too, since they face difficulties in enhancing their motivation for studying English as a new and foreign language. Giving every student an opportunity to practice speaking English is one of the biggest issues teachers encounter, given the fact that many students refuse to learn the language and avoid practicing it, which means that there is no participation inside the classroom and students are not engaged. According to Littlewood (2004), there are 6 factors that hinder participation in the classroom which are: Tiredness, fear of being wrong, insufficient interest in the class, Insufficient knowledge in the subject, shyness, and insufficient time to formulate ideas.

The first five years of teaching plays a huge role in refining the image of the teacher since it influences the human transformation from the stage of exercise, theoretical experiments, and study seats to the stage of actual practice, where the picture develops deeper and wider, and realistic exercise becomes the real criterion for the way to deal with the new work. This first time becomes the most crucial stage of the work where balancing between theory and practice becomes a daily struggle for beginning teachers.

1. .3 .4 Novice Teachers' Education

The idea of lifelong learning has evolved into one of the foundations of modern educational systems, which emphasize the need of continued education in all spheres of life, even after graduating or obtaining a higher degree. Teachers are considered the main contributors to the teaching and learning process because they play a vital role in achieving the desired educational

renaissance that promotes society's overall growth, making the issue of academically preparing, training, and qualifying them a necessity and an indispensable priority.

Within the context of teachers education, two major types of goals are frequently identified which are teachers' development and teachers' training. Teachers' development is defined in the words of Glatthorn (1995) as : " the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (p, 41). That is to say, teacher development can be seen as a process through which a teacher becomes more proficient and develops as actions and practices that increase one's abilities, knowledge, competence and other characteristics as a teacher. Likewise, Guskey (2002) defined teacher professional development as "systematic efforts to bring about change in the classroom practices of teachers, in their attitude and beliefs, and in the learning outcomes of students" (p. 381)

Richards and Farrell (2005) believed that professional development refers to the ongoing work and efforts that teachers put into improving their performance while in service, it contributes to a longer-term aim which enables teachers to benefit from advanced education and to improve their professional growth. A variety of specialized training or professional learning are included in educational professional development programs, which are intended to assist instructors and increase their knowledge of their field (Hidden curriculum, 2014). Teachers' training is defined as :

> The systematic development in a person of the knowledge, attitudes and skills necessary for him to be able to perform adequately in a job or task whose demands can be reasonably well identified in advance and that requires a fairly standardized performance from whoever attempts it. (Rowntree 1981, p. 327)

In other words, teachers training refers to the improvement in teacher's perception of his capacity to perform his duties as well as the abilities he gains via training and activities that are

designed for career advancement. In addition, it is the process of preparing beginning teachers for their career through a set of activities that aims at developing their knowledge and skills.

1 .3 .4 .1 The Importance of Teachers' Education

There is no longer any debate about the value of teacher professional development and the opportunities it provides which help instructors better grasp their fields of expertise. Galaczi, Nye, Poulter and Allen (2018) debate, "professional development for teachers (both pre-service and in service) typically aims to introduce new tools or skills or update existing skills. It seems as essential aspect of the teachers' profession (p, 09). Since it is a life-long process, it contributes in the growth of teachers' knowledge, concepts, reliance, and comprehension of their tasks. Mizell (2010) believed that professional development is a support that put teachers on the right path of becoming successful teachers through allowing them to learn new effective methods and strategies with the ability to apply them in their daily life.

Mizell (2010) indicated that professional development benefits the school environment as it shows the extent of the school's seriousness and the efforts made to help teachers achieve greater levels and make the educational environment more focused and effective. In addition to that it also benefits students improve and develop, Mizell (2010) states: "professional development is the only means for teachers to gain such knowledge. Whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development" (p, 18)

In essence, it is crucial for teachers to continue their professional development in order to deliver high-quality instruction. This includes learning new methods for managing the classroom, teaching approaches that can be tailored to the demands of various student levels, and up-to-date topic knowledge.

In the realm of teacher education, the process of preparing teachers can be divided into two main phases, as noted in the International Encyclopedia of Teaching and Teacher Education from 1987. These two phases are known as pre-service and in-service training, and they are designed to systematically prepare individuals for the challenging task of teaching. Each phase includes specific educational activities that are intended to establish the optimal conditions for learning. By following this carefully structured approach to teacher preparation, educators can help ensure that future teachers are well-equipped to meet the demands of the classroom and foster a successful learning environment for their students.

1 .3 .4 .2 Pre-service Training

This phase refers to the planning stage in which the student teacher establish a goal or an objective and develop ways to achieve it. This stage takes place before teachers start their teaching career. It is also called initial teacher training or initial teacher education, and it has been defined as a direct intervention method often used to get instructors ready for the classroom. Typically, the main focus of this intervention is centered on the knowledge and abilities that must be honed in order to qualify as teachers. This definition is in line with Freeman's (1989) perspective. Likewise, Bransford et. Al ; (2005), considered pre-service training as a program that seeks to provide newly graduated teachers with the pedagogical skills necessary to meet the different demands of the teaching profession. In short, this program is designed to develop future teachers. This demonstrates the value of pre-service education as a key that unlocks the doors to a prosperous career. In this line of thought, Loughran & Russel (1997) emphasized the importance of this phase as they stated:

> Pre-service teacher education programs are the first place of contact between
> beginning teachers and their profession. If they are value the pedagogical knowledge
> that is continually being developed, refined and articulated within their profession,
> and if they are to understand the complex nature of teaching and learning, and if they

are to be 'teachers' not 'tellers', 'trainers' or 'programmers', then the first contact through pre-service programs is crucial. (p, 68-69)

In essence, pre-service training plays the role of a guide that helps in understanding the role of a teacher, gives the trainees the chance to experience it. Moreover, it makes them equipped and qualified for the real challenge since this period of training according to Widdowson (1990) is a sort of preparation.

1 .3 .4 .3 In-service Training

Teacher's education does not end with the end of the pre-service preparation stage, but rather it continues throughout his career in order to make teachers familiar with all the changes and the innovations in the academic field. Once the first phase of training ends, teachers start in-service training which is a continuous education process that starts from joining the profession and going through all the years of work.

In defining in-service training, Sapp (1996) claims that: "In-service training program is a program intended to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or program" (p. 71), this means that this program aims to enhance and improve the quality of teachers' performance while they're already in the profession. Akhter et al (2011) believed that in-service training consists of all those tasks that are created to help instructors grow their skills and advance their careers. It is necessary for instructors' professional development and keeping them informed of knowledge.

This means that through this workshop employed professionals will be able to acquire new knowledge, better methods, etc. To improve their skills. Moreover, it is considered to be an essential element that impacts teachers' professional growth and since instructors are actively involved in their students' learning; it contributes in improving the process. (Saiti and Saitis, 2006).

In-service training has became an important element that plays a crucial role in enhancing teachers' performance and improving their skills and knowledge, Nelson (1993) emphasized on its importance as he stated:

> There are three main reasons or purposes for a continuous improvement of the total professional staff. The first reason is that all teachers and administrators must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching. Continuous education is needed to keep the profession abreast of new knowledge and to release creative abilities. The second reason is to give the much-needed help to teachers who are new in a particular school to those who are entering a new responsibility or a new field of work within the profession. The third reason for in-service education is to eliminate deficiencies in the background preparation of teachers and other professional workers in education. Cited in Mehmood (2008, p. 35)

1 .4 Conclusion

In conclusion, teaching English as a foreign language (TEFL) can be a challenging task, especially for novice teachers who are new to the profession. Novice teachers often face challenges such as understanding the curriculum, managing a classroom, and designing effective lesson plans. According to research by (Dirani, 1992 and Al Emadi, 1995), the teaching profession is one of the most significant careers that put a person under psychological stress. The studies indicated that the school environment in general is the source of the majority of pressures experienced by teachers

To address these challenges, it is essential for novice teachers to receive proper training and education. Teacher training and education programs should equip novice teachers with the necessary skills and knowledge to teach English effectively. This includes understanding the principles of language acquisition, developing effective teaching strategies, and utilizing technology in the classroom. With the right training and education, novice teachers can develop

the confidence and expertise they need to succeed in the TEFL profession. Ultimately, this will

benefit their students by providing them with a high-quality English language education.

Chapter Two

Research Methodology

2.1 Introduction

Following a study of the literature on the various difficulties new instructors have in their first few years of teaching, the current chapter will give an overview of this study, describe the research methods, and explain how data are obtained after evaluating the literature on the many difficulties that novice teachers encounter in their first years of teaching. It includes the study design, sample population, tools used to gather the data, the data analysis and interpretations.

2.2 Research design

The research design can be defined as the steps taken to gather the necessary data, the techniques to be used to do so, and how all of this will be used to address the research question (grey, 2014). In other words, a research design refers to the plans and procedures that range from broad assumptions to particular techniques of data gathering and analysis (Creswell, 2009).

The main aim of the current research is to investigate the major difficulties encountered by newly qualified English teachers in primary schools during their first years in the educational profession, along with determining whether these difficulties impede the achievement of educational objectives. It also seeks to determine whether the new teachers have had the required training to handle these challenges. Thus, in order to accomplish the investigation's purpose, the following questions are addressed: What are the main challenges that face novice English teachers during their initial years of teaching at the level of primary school ? Are the new teachers trained enough to deal with these challenges ? What effect do these difficulties have on the learning process?

From this stand point, it is hypothesized that new teachers struggle mostly with students' behavior, time management and parental involvement, additionally the new teachers lack sufficient training to deal with these challenges. The hypothesis also suggests that these

difficulties have a negative impact on the learning outcomes. In order to determine if the proposed hypotheses are valid, this study employs an exploratory design that uses mixed method approach which is described by Cresswell and Plano Clark (2011) as "a procedure for collecting, analyzing, and mixing both quantitative and qualitative method in a single study or a series of studies to understand a research problem". (Cited in Cresswell, 2012, p. 535). To put it another way, a mixed method approach integrates rigorous quantitative and qualitative research approaches in order to gain a better understanding of the phenomena of interest.

In this respect, two research tools are used to gather data, we adopted a questionnaire as the quantitative technique in seeking statistical data regarding the opinions of the teachers on their first experiences throughout their first year of instruction, with regard to the qualitative data, classroom observation sessions are made in order to ensure having information on what Algerian teachers are experiencing inside the classroom and how they manage the pressures of the profession.

2.2.1 The Participants

This study involves 12 EFL third-year English teachers from various primary schools in Mostaganem, Algeria (Ammar Belmahl, Mohamed bin Boulaid, Bashir Ibrahimi, Srir Al-sharif, Benzekry, Bin Odeh Bin Zarjab, Boafia Hajj) . With a gender distribution of 10 females and 2 males and an average age of 30. The researchers selected these participants using the purposive sampling technique, which involves selecting individuals based on their relevance to the research objective. In this case, the study aims to focus on a specific subset of novice English teachers who are affected by the recent decision to teach English at the elementary level in Algeria. The participants were required to complete an anonymous questionnaire, and their classrooms were observed to collect the necessary data for the study.

2.2.2 Data Collection Tool

Two data collection tools were used in this study: a teacher questionnaire and classroom observations. The two strategies are used to obtain both qualitative and quantitative data.

2.2.2.1 The Teachers' Questionnaire

This data collection tool is being used to determine the challenges that new instructors have in Algerian EFL primary classrooms, as well as to gather information on their teaching experience including the training phase, and any suggestions they may have for helping the following prospective teachers. Commonly, a questionnaire is a series of written or printed questions with multiple choice responses created for a survey or statistical analysis. Barr, Davis & Johnson defines it as: "A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired." (Cited in Pandey & Pandey, 2015, p. 57). Similarly, Polit and Hungler (1997) define a questionnaire as "a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings" (p. 466) in simple words, a questionnaire is a research tool that aims at gathering useful information from respondents. Open or closed questions, or often a mix of the two, are used in questionnaires. Respondents are given the freedom to provide as much or as little material as they would like in their own words while answering open-ended questions. As for closed questions respondents have a selection of prepared answers to pick from while answering.

The current questionnaire is designed to gather information from participants through 12 different questions that vary in type, including open-ended, close-ended, and multiple choice questions. These questions are categorized into three sections. The first section is focused on collecting background information about the participants, where they are asked to provide details regarding their age, gender, and educational degree. The second section comprises professional data, and it includes four questions. Question number four in this section asks participants to indicate their status as a confirmed, substitute, or contract teacher

In the next question they were invited to specify their years of experience. Regarding the following two questions and, participants were requested to offer details on the number of hours and classes they teach per week.

As for the last section, it is concerned with teacher' reflection on their initial years of teaching, it has six questions, to began with, in the question number eight the participants were requested to describe their first year of teaching with justifying why, the question number nine (Q9)is a yes or no question in which the participants were asked if they received any kind of training and how would they evaluate it. As for the question number ten (Q10) , they were required to indicate their opinion on the biggest challenge that most teachers face, five options are offered where they can tick more than one or add other suggestions. Followed by question number eleven(Q11) which is concerned with how those challenges affect teachers, once again various options were provided. Finally the last one (Q12) is an open question where the participants were invited to give their views on the support that most teachers need to be more effective.

2.2.2.2 Classroom Observations

Classroom observation is a data collection technique for assessing and collecting particular information about what is occurring in a classroom, in this respect Cardwell (2013) states : "Observation is a general term used to describe any situation in which any observer records behavior that is exhibited by a participant. The term "observation" may be used as a technique of gathering information" (p.159)

The research in question employs classroom observation as a means of understanding the difficulties that teachers encounter in the classroom. The primary objective of these observation sessions is to collect data on the classroom environment, including the number of students, seating arrangement, and availability of learning materials. A checklist comprising nine (9) elements has been developed for this purpose, which covers areas such as discipline, time

management, teacher's psychological state and self-regulation, student motivation, teaching environment and materials, and English language teaching.

In addition, the observation sessions will also help the researcher identify whether the teacher is experiencing stress, workload, or pressure, as the study focuses on the adjustment of newly-hired teachers to teaching English in primary schools and how they are coping with it. The researcher observed sixteen (16) third-year English classrooms across eight (08) primary schools (Ammar Belmahl, Mohamed bin Boulaid, Bashir Ibrahimi, Srir Al-sharif, Benzekry, Bin Odeh Bin Zarjab, Boafia Hajj) between February 12, 2023, and February 20, 2023. Each teacher was observed twice, and each observation session lasted for 45 minutes.

2.3 Data Analyses

2.3.1 Teachers' Questionnaires

The next section focuses on the presentation and analysis of the information gathered through the study's questionnaire.

Section 1 : Background Information

Question One, Two and Three : Gender, Age, and Educational Degree.

The first section of the questionnaire aimed to collect demographic information about the participants, including their gender, age, and educational degree. The results of this section indicated that the majority of participants were female (83%), with only two males (17%) included in the sample. Thus, the research study included both male and female participants; however, the number of female participants was higher compared to male participants. Regarding age, the majority of participants (eleven out of twelve , or 91%) were over the age of 30. This indicates that the study focused on participants with relatively high levels of teaching experience, as they tend to be older. Only one participant (8%) was between the ages of 25 and 30, and none of the participants were under the age of 25. Finally, when it comes to the

participants' educational degree, all of them (100%) held a license as their highest educational degree. This suggests that the study focused on teachers with formal qualifications in English language teaching.

Section 2 : Professional data
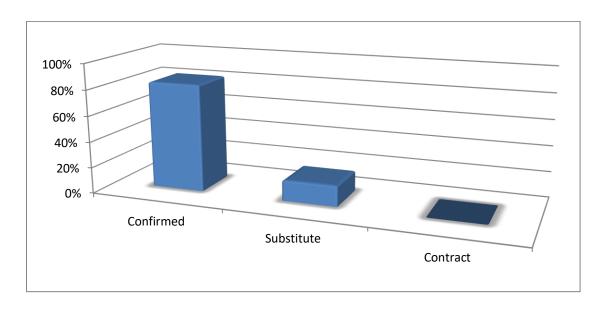
Question Four: Are you .... teacher ?

Fig 2.1 : Novice Teachers' Status at the Field of Teaching

When the participants were asked to provide information regarding their employment status as English language teachers in Algeria. The results indicate that a significant proportion of the participants (83%) are currently working as confirmed teachers, indicating that they have permanent positions within the educational system. In contrast, a smaller proportion of the participants (16%) reported themselves as substitute teachers, who are typically hired on a temporary basis to fill in for other teachers who are absent. It is also noteworthy that none of the participants reported being employed under a contractual agreement.

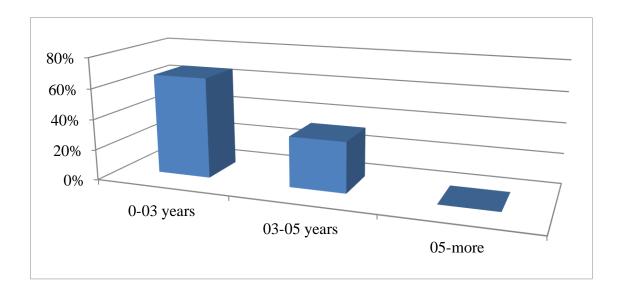**Question Five: How long have you been teaching ?**

Fig 2.2: Teaching experience

In the fifth question, the participants were asked about their years of experience in teaching English, 66% of them revealed that they have been teaching for a duration of one to three years, whereas 33% reported that they have three to five years of experience. This data indicates that all of the participants in this study are relatively new to the teaching profession and are at the beginning of their careers.

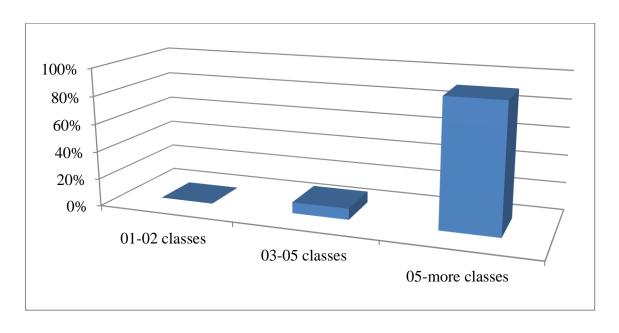**Question Six: How many classes do you teach per week ?**

Fig 2.3 The number of weekly classes that new teachers have

Question six of the questionnaire was designed to gather information on the number of classes taught by the participants each week. The results of this question revealed that the vast majority of participants (91%) teach more than five classes per week, while only a small percentage (8%) reported teaching three to five classes weekly. These findings suggest that the majority of the participants have a relatively heavy teaching load, which may present various challenges for them in terms of workload management, lesson planning, and maintaining high teaching quality.

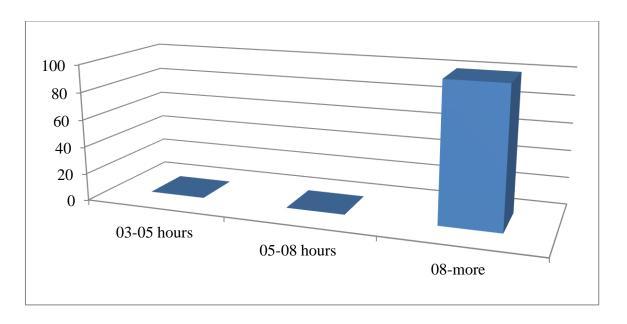**Question Seven: How many hours do you teach per week ?**

Fig 2.4 Hours of teaching for new teachers during the week

Figure 2.4 demonstrates that the main aim of question seven in the questionnaire was to gather information on the number of hours worked by the teachers each week. The outcomes of this question revealed that all of the participants reported teaching more than eight hours per week. This finding suggests that the workload of the participants is considerable.

Section 3: Respondents' reflection on their initial years of teaching

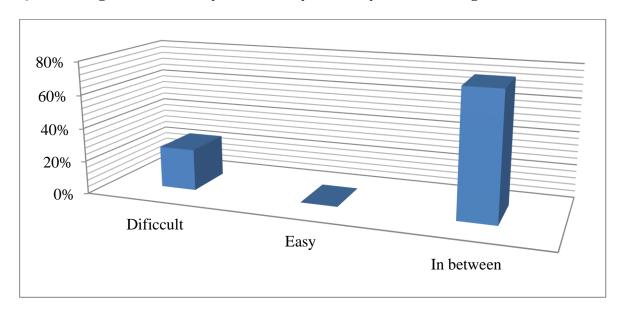**Question Eight: How would you describe your first year of teaching?**

Fig 2.5: Novice Teachers' Description of Their Initial Years of Teaching

In order to gain insight into how novice teachers perceived their first year of teaching, a multiple-choice question was included in the survey. The question number eight aimed to gather information about how teachers would describe their first year of teaching and provide a justification for their response. Out of all the respondents, 75% indicated that their first year of teaching had been intermediate, suggesting that they had encountered some challenges but were able to manage them. On the other hand, 25% of respondents reported that their first year of teaching had been difficult. This implies that some novice teachers found it challenging to cope with the demands of the profession during their initial year. It is noteworthy that none of the participants claimed that their first year of teaching had been easy, highlighting the fact that teaching is a demanding profession that requires effort and dedication from its practitioners.

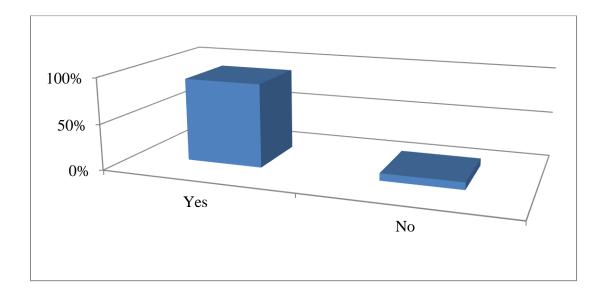**Question Nine: Have you received any kind of training before or during your teaching career?**

Fig 2.6 : Novice Teachers Receiving Training

Question number nine was utilized to gather data on whether the teachers had undergone training before or during their teaching careers, and if so, how they would evaluate it. The data revealed that a majority of the participants, accounting for 91%, had received training at some point during their teaching profession. On the other hand, a smaller proportion of respondents, amounting to 8%, stated that they had not received any training.

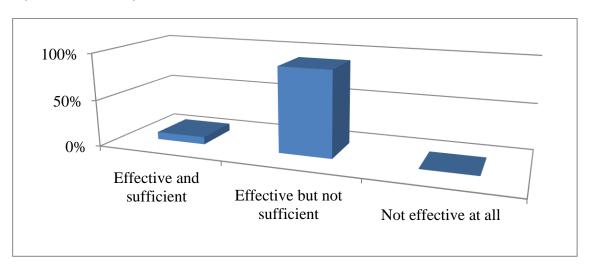**if yes, how would you evaluate it**

Fig 2.7: Training evaluation

Regarding the latter part of the aforementioned inquiry, out of the participants who responded affirmatively to receiving training, a majority of 91% expressed that the training they received was effective but lacked adequacy, indicating a need for further or more comprehensive training. Conversely, only a minority of 8% of respondents found the training they had received to be both effective and sufficient.

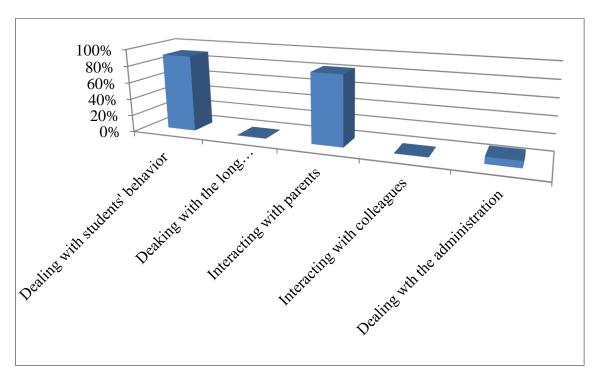**Question Ten: What is the biggest challenge most teachers face ?**

Fig 2.8: The biggest challenge that teachers face

Question ten was designed to explore the most significant challenge that teachers face in their profession. The responses from the participants revealed that the majority of them (90%) consider student misbehaviors to be the most challenging aspect of teaching today. In addition, 83% of the respondents highlighted that interacting with parents is their biggest challenge. However, a mere 8% of the participants reported experiencing difficulties in dealing with the administration. These findings suggest that managing student behavior and parent-teacher

communication are critical areas that require special attention and support for teachers to be successful in their roles.

Question Eleven: According to you, how did those challenges affect you as a teacher?
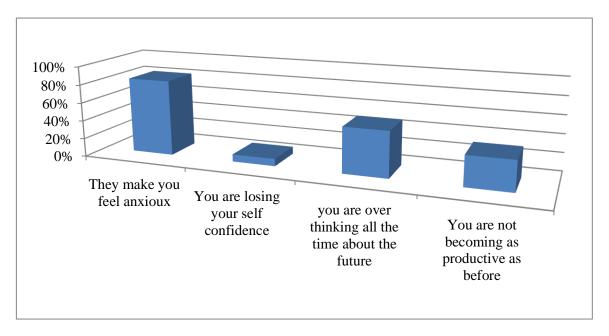

Fig 2.8 : The effects of facing different challenges on teachers

The purpose of question eleven was to identify the impact of the aforementioned challenges on teachers. The results indicated that a majority of teachers (83%) experience anxiety due to these difficulties. Half of them reported that they are always worried about the future and the impact of these challenges on their teaching performance. Additionally, some teachers claimed that they are not as productive as they used to be, while a small percentage (8%) reported that they lose their self-confidence when dealing with these challenges. These findings highlight the significant impact of student misbehavior, parental interactions, and administrative challenges on the well-being and performance of teachers.

Question Twelve: What Kind Of Support Do You Think Most Beginner Teachers Need To Be More Effective ?

In this open question, the participants were asked to give their opinions on what kind of support can be provided for beginner teachers to be more effective. Some of the participants first

emphasized the value of support and encouragement from administration and teaching staff. When teachers are acknowledged, appreciated, and encouraged by the administration and teacher monitors, they feel supported in their job. Additionally, schools ought to offer comfortable working environments with the proper equipment. Having access to sufficient resources, such as textbooks, computers, and other instructional aids. Novice teachers can enhance their abilities and effectiveness in the classroom with the support of the community, which can provide direction, mentoring, and constructive criticism.

Second, working together with peers is a good strategy to improve the efficiency of new teachers. Experienced teachers should mentor and assist freshly certified ones, instructors may share their knowledge, skills, and experiences to create more productive teaching strategies. Collaboration among educators can aid in fostering an encouraging learning atmosphere for pupils. Teachers may exchange concepts, materials, and lesson plans, which can result in more participatory and interesting methods of instruction. Additionally, working with colleagues and pursuing ongoing professional development may assist new teachers grow their abilities and expertise and keep up-to-date with the latest methods of instruction.

Other teachers also highlight the need of professional growth and training. Beginner teachers can acquire relevant experience and abilities before to beginning their careers by completing preparation prior to graduation, participating in observation sessions, and teaching in actual classrooms. Additionally, training that is provided after graduation that allows new teachers to put the theory into practice can assist them in applying what they have learned in the classroom. Participants also recommended giving novice instructors access to extra training days. This can include instruction on how to handle disruptive students, how to foster a healthy learning environment, and how to use technology in the classroom successfully. Beginner instructors can improve their teaching abilities and student results by receiving continual training and professional development opportunities.

2.3.2 Classroom Observation

In order to see what kinds of challenges instructors are dealing with in the classroom, we attended fourteen sessions. Eight different teachers participated in the observation sessions, which were held at eight elementary schools which are: (Ammar Belmahl, Mohamed bin Boulaid, Bashir Ibrahimi, Srir Al-sharif, Benzekry, Bin Odeh Bin Zarjab, Boafia Hajj, Ben boulaid mohamed). The observation was conducted using a checklist rather than any video or audio recordings. The following are merely the notes on the most crucial items that were observed.

2 .3 .2 .1 Discipline Issues

During the observation sessions, it was found that discipline issues was a major concern for most of the instructors that were observed. Many instances of students speaking out of turn and interrupting the lesson were also witnessed, which made it difficult for the teacher to maintain control of the classroom. Additionally, students running or eating in class, which further disrupted the learning environment.

One common issue that was noticed was that some students were highly active and easily distracted. They frequently moved around the classroom and had difficulty staying in one place. As a result, they were unable to concentrate on the lesson, and their behavior often caused other students to become distracted as well. Furthermore, these students had a hard time organizing their work and submitting completed assignments.

It was also observed that some students were prone to violent behavior towards their peers, which was a significant challenge for the teacher. They engaged in physical altercations with other students, which often resulted in classroom disruptions and created a tense environment for the rest of the class. The teacher found it challenging to control these students and maintain order in the classroom.

Some teachers were visibly frustrated and powerless in response to their kids' disruptive behavior. They found it difficult to maintain order in the classroom and maintain the attention of the children. To deal with the conduct, they frequently employed a range of disciplinary measures, including verbal warnings, punishment, and referrals to the principal's office. For example, when a student was talking out of turn or interrupting the lesson, some teachers would become visibly frustrated and raise their voice to try to regain control of the classroom.

Overall, the study's observations indicated that classroom management and student behavior were key areas of concern for the instructors we observed. They struggled to keep their students focused and engaged in the lesson, and disciplinary issues often created additional challenges for them to overcome

2 .3 .2. 2 Time Management

It was noticed that many of the instructors were struggling with time constraints. The two sessions per week allotted for English instruction were not sufficient to cover all the necessary course material, and even within a single 45-minute session, the teachers faced challenges in accomplishing all of their intended tasks. In one of the sessions we observed, it was noticeable that the instructor was only able to complete one exercise due to the limited time available. Furthermore, some students would constantly ask questions during transitions between activities, which often resulted in classroom chaos and disrupted the flow of the lesson. For instance, in one of the sessions that were observed, a student kept asking the teacher about the homework while the teacher was trying to move to the next activity. This resulted in classroom chaos and loss of valuable instructional time.

Additionally, it was observed that some instructors had to spend a significant amount of time managing student behavior and attempting to maintain discipline in the classroom. For instance, during one of the sessions, a student who was prone to acting violently against his peers got into a physical argument, disrupting the lesson and making the rest of the class feel anxious,

this also led to a loss of instructional time and further exacerbated the challenge of completing all the necessary course material within the limited time available.

2 .3 .2. 3 Students Motivation

In regards to student motivation, it was found that the majority of the observed teachers had little difficulty in motivating their students. Since English is a new language for these students, , they were naturally curious and interested in learning it, it was observed that they were intrinsically motivated to learn it and had a genuine desire to do so. This positive attitude was reflected in their high level of engagement in the classroom

Various methods to enhance student motivation were observed to be used by some teachers. For example, some teachers incorporated music into their lessons to encourage students to learn the alphabet or memorize new vocabulary words. Others used technology, such as phone cameras, to create a fun and engaging learning experience. During one observation session, we saw a teacher ask students to read aloud and then record their reading on their phone cameras. The teacher then played the recordings back to the class, which not only provided positive reinforcement for the students but also helped them to identify areas for improvement.

Furthermore, some teachers employed a reward and punishment technique to motivate their students. Students were either rewarded with pluses or punished with minuses on exams, and as a result, students were motivated to compete to earn rewards from their teacher and avoid punishment. This technique was found to be effective in increasing student engagement and promoting a sense of healthy competition among students.

2 .3 .2 .4 Teaching Environment and Materials

Throughout the time of our visits to the primary schools for the purpose of attending observation sessions, it was remarked that the majority of the classes we observed had more than 30 students. Teachers were having trouble keeping the classes under control and keeping the students' attention, and most of them also found it challenging to get all the students to participate and be engaged in activities within that brief period of time. Moreover, student learning experiences were impacted by the packed classrooms. It was frequently difficult for students in the back of the room to hear what the teacher was saying and comprehend the lesson. They were also less likely to ask questions or participate in class discussions It was also observed that the limited space in the classroom made it difficult for the teacher to move around and give individual attention to each student.

In addition, it was observed that the condition of the classrooms was often neglected and unhygienic. The learning environment was not in a state that promoted efficient learning. Particularly, most of the tables and chairs were damaged or deformed, and the walls had graffiti, peeling paint, and cracked surfaces. In some cases, the furniture was so dilapidated that students had to share desks. This made it challenging for kids to concentrate on their courses, there was also a huge lack of resources, such as cleaning supplies and maintenance staff. the classrooms were often unclean, with dusty floors and surfaces, which could contribute to health issues and discomfort and create unpleasant learning environment for both teachers and students.

Furthermore, some teachers faced significant challenges in their classrooms due to a lack of necessary resources for teaching. These resources included print and digital materials, markers and brushes, and other materials for creating charts, posters, and cards. Without access to these resources, teachers had to spend their own time, money, and effort to create the necessary materials for their classes. This had a bad effect on instructors' performance since they were unable to provide their kids the best education possible, moreover it put an additional burden on

already overworked teachers and hindered their ability to effectively teach their students, not to mention the adverse effect on education quality.

2 .3. .2 .5 The English Language Proficiency

One of the main goals of the observation was to see if teachers are facing problems while teaching English to pupils of primary schools, All of the sessions we attended showed that teachers were not facing any major obstacles, since the students had a positive attitude toward the language and they were very motivated to learn it. We also noted that the perceived English proficiency of the students is average in terms of spoken and written language.

One noticeable issue that was observed is that most of the students were mixing French and English words while speaking, especially in terms of pronunciation. For instance, some students pronounced the letter "R" differently or used French words such as "Maison" instead of the English equivalent "Home" or "Ma mere" instead of "My mother." This made it challenging for the teachers to help the students distinguish between the two languages

2 .3 .2 .6 How Novice Teachers Are Dealing With These Challenges

In the course of the observation phase, the researcher attempted to analyze the way novice teachers are reacting to the daily challenges they are facing inside the classroom. It was found that all of the teachers experience anxiety and stress as a result of the psychological pressure they are exposed to while carrying out their duties, considering that each teacher must teach more than four classes per day in different schools, this transition from one institution to another puts the teacher under pressure and makes him feel overwhelmed. moreover it consumes the teacher's energy and prevent him from performing effectively inside the classroom.

It was also noticed that some teachers find it difficult to control their reactions since during an observation of a noisy classroom that has more than 40 students, it was remarkable that the teacher could not manage that class or control the students' actions. The noise was loud and

the teacher was not able to get the students' attention, at some point the teacher started shouting in frustration or anger.

2.4 Data Interpretations

The purpose of this research is to collect information on the difficulties novice EFL instructors encounter during their first few years of teaching. Due to this, two methods were employed to collect data: observation sessions and a questionnaire provided to teachers. To begin with, the results obtained from the analyses of the questionnaire and the classroom observations showed that novice English teachers struggle with a number of challenges which can be represented in: dealing with students' behavior, interacting with parents, managing time, teaching several classes in different primary schools.

Novice teachers, especially those in the early stages of their teaching careers, face a multitude of challenges that can significantly impact their effectiveness in the classroom. One of the key difficulties they encounter revolves around student behavior and disciplinary issues. The observation sessions shed light on the prevalence of a lack of control in many classrooms, with instances where teachers found it difficult to manage disruptive behaviors such as talking out of turn, engaging in clownish behavior, evading work, and even incidents of bullying and violence. This becomes particularly daunting when dealing with young learners who require a different approach than older students, and new teachers may not be prepared for the energy and patience needed to manage a classroom of young learners, especially if they have social problems or special needs, as their high levels of hyperactivity and unpredictable reactions pose a significant challenge for teachers. Novice teachers often struggle to identify and address the specific needs of these students, underscoring their limited knowledge in employing effective strategies and tactics for managing such situations

Moreover, the lack of classroom experience can exacerbate the challenges that novice teachers face. When presented with a real classroom full of students with varying abilities and learning styles, it can be overwhelming and difficult to apply theoretical knowledge. Novice teachers may struggle with classroom management, student engagement, and differentiation, among other things. As a result, it is essential to provide novice teachers with ample opportunities to practice and receive feedback on their teaching skills.

The participants' responses indicated that dealing with students' parents, or more specifically, facing a tough one, is one of the most difficult duties. Parents of students can be a significant challenge for new instructors since some of them are aggressive and violent and have a tendency to defend their children no matter what. They frequently involve the administration or assign blame to the teacher. Most of the time, it involves more than just simple disrespect. According to instructors, there are frequently violent incidents and threatening conduct, which makes them less motivated to work in the area.

Few teachers believed that dealing with the administration can be quiet challenging, since the majority of administrators and superintendents fail to provide their staff with the resources they require to create an atmosphere that is conducive to learning, that being the case teachers feel like they are engaged in an ongoing struggle with the administration of your school for their support. In addition to the different challenges that we mentioned above, other teachers stated that the biggest obstacle they are facing this year is managing between many classes at different schools with 40 students each, because it might be challenging for the teacher to get to know his pupils in terms of names or identifying their needs. Additionally, it is crucial to note that moving from one school to another costs energy, time, and money.

Time management was a real challenge for teachers, as a result of dealing with students discipline during the time that was meant to be used for the lessons and tasks that were planned.

In other words, rather than delivering the lesson, the teacher's primary concern was handling behavior issues. It's also essential to note that the lesson was only 45 minutes long, which is regarded as being extremely inadequate. Students aren't provided enough time to engage in tasks or practice their English, additionally there was no warming up activities and no pair or group work was done at that time due to the poor classroom management, not to mention that most teachers were struggling with arriving on time given the fact that they had to move between schools for each class they taught.

The use of materials was limited to the board or the text books, mainly because the teacher's place of employment did not provide the necessary materials for instruction, some of them were relying heavily on the course materials they use or the class plans they create, while others were spending their own money on printing, purchasing cards and posters, or expending their own time and energy making them at home. Due to the numerous demands put on them, teachers become unable to adequately prepare for their primary duty which planning for an effective lesson, furthermore they feel overwhelmed by the amount of work that needs to be done.

It was found that the third-year students were facing difficulties in distinguishing between the pronunciation of French and English. This can be attributed to the fact that French is considered a major language in the country and is widely spoken. As a result, students may be exposed to both languages on a regular basis and may struggle to differentiate between them. This poses a challenge for teachers who need to ensure that students are able to pronounce words correctly and use the appropriate language in context. This issue of mixing up pronunciation can also affect the students' overall language competency, as it can hinder their ability to communicate effectively. Therefore, it is important for teachers to address this issue early on in the students' language learning journey and provide them with the necessary guidance and resources to improve their language skills.

Due to these challenges and the numerous demands put on them, new instructors are always anxious and stressed. As a result, teachers frequently suffer with emotional regulation, which can affect their cognition and make it difficult for them to concentrate. Additionally, this has a negative effect on memory and impairs instructors' capacity to impart knowledge. given the stress they experience, novice teachers are also constantly concerned about the future as a result, they are gradually becoming less productive over time. This finally results in burnout.

The observation also revealed that teaching can be a mentally challenging and demanding profession, as teachers are subjected to psychological pressure and stress due to the nature of their work. In this case, the pressure is compounded by the need for teachers to work in multiple schools, which can be overwhelming and consume their energy, ultimately hindering their effectiveness in the classroom. It is also evident that some teachers may struggle with managing large and noisy classrooms, which can lead to frustration and even loss of control.

Many teachers reported feeling unsupported by their superiors, who they felt did not adequately address their concerns or provide them with the necessary resources to be successful in their work. This lack of support can lead to feelings of burnout and frustration, and may ultimately drive talented teachers out of the profession, These challenges highlight the need for teachers to receive adequate support and training to manage their workload and handle difficult situations in the classroom.

The study findings highlight the insufficiency of the training provided to novice teachers, as it primarily focuses on theoretical knowledge without sufficient practical application in real classrooms. This creates a gap between theory and practice, making it challenging for new teachers to implement their knowledge effectively. The lack of classroom experience further compounds the difficulties they face, particularly in areas such as classroom management and student engagement. To address these challenges, it is crucial to prioritize comprehensive

support and training programs for novice teachers. This includes integrating practical components into their training, such as supervised teaching experiences and opportunities to observe experienced educators in action. By engaging in real classroom settings, novice teachers can gain practical insights, develop effective instructional strategies, and enhance their ability to manage classroom dynamics.

Moreover, a supportive school community plays a vital role in assisting new teachers. Mentoring programs can pair experienced teachers with novices, fostering a collaborative environment where guidance and advice are readily available. This mentorship enables new teachers to seek support, discuss challenges, and learn from the experiences of seasoned educators. Additionally, administrators and parents should be involved in creating a supportive ecosystem for novice teachers, recognizing their efforts, and providing the necessary resources and encouragement.

By addressing the gap between theory and practice and fostering a supportive school environment, novice teachers can gain the skills, confidence, and resilience needed to overcome the challenges they face. Comprehensive training programs, practical experiences, and mentorship opportunities contribute to the development of effective educators who can make a positive impact on students' learning outcomes. Ultimately, investing in the professional growth and well-being of novice teachers benefits both the teachers themselves and the students they serve.

2.6 Conclusion

This chapter served as a practical component of the study since it concentrated on the analysis and discussion of the information gathered through questionnaires given to instructors and

classroom observations. An examination of the information acquired generally was conducted after the data's quantitative and qualitative evaluations. Since it focused on the analysis and discussion of the data received through teacher surveys and classroom observations, this chapter served as a practical component of the study. An examination of the information acquired generally was conducted after the data's quantitative and qualitative evaluations.

In simple words, the research revealed that dealing with student behavior, time management, working with parents and the administration, and classroom management are the most frequent challenges for novice teachers, the results also demonstrated that new instructors lack adequate training since they are unprepared to handle the many difficulties they face. This demonstrates the accuracy of our hypothesis and offers an answer to our research problem.

Chapter Three

Recommendations and suggestions

3.1   Introduction

Teaching English as a second language can be a challenging task, especially for novice teachers who are just starting their teaching career. Primary school students are at a crucial stage in their language development, and the early years are particularly important in laying the foundations for future learning. Therefore, it is essential for novice teachers to receive guidance and support during their first few years of teaching English in primary schools. Beginner English teachers need guidance and suggestions on how to organize and conduct engaging English sessions that will help students improve their language proficiency. They also need direction on how to foster a supportive learning atmosphere that promotes involvement. Additionally, inexperienced teachers may benefit from suggestions on how to evaluate student development and give feedback that enables pupils to enhance their language abilities. Therefore, this chapter presents a range of suggestions aimed at supporting new teachers during their early years of teaching. These recommendations are directed towards various stakeholders involved in the educational process.

3.2   Novice teachers preparation

Effective teaching in the English language relies heavily on the acquisition of knowledge, abilities, and competences by new instructors. Education and training play a vital role in preparing them for this task. It is imperative to establish a solid foundation for teachers right from their year of graduation. As a result, training programs should be promptly accessible after graduation to foster their professional growth. The following methods can be employed to achieve this preparation.

3.2.1 Pedagogical training and language proficiency

 Novice English teachers in Algeria should receive comprehensive training in pedagogical principles and methods, as well as teaching strategies that are specifically geared towards primary school-aged children. This can include training on :

- How to plan effective lessons that are engaging, age-appropriate, and aligned with learning objectives, additionally how to identify the appropriate teaching materials and resources, and to select the appropriate teaching techniques and activities.

- Classroom management: New instructors should be given training on how to manage a productive classroom, including methods for maintaining discipline, encouraging constructive conduct, and fostering a welcoming learning atmosphere. Additionally, this instruction must to include methods for interacting with students of all backgrounds and skill levels.

- Differentiated instructions: The creation of inclusive learning environments that meet the needs of all students, including English language learners and students with disabilities, should be covered in training for new instructors. This training should include strategies for encouraging cultural awareness and understanding in the classroom, as well as ways for modifying instructional materials and activities to fit the needs of various students. Novice instructors can guarantee that all students are valued and encouraged and that they have equal access to educational opportunities by fostering an inclusive learning environment.

- Approaches for assessment: New instructors should get instruction on how to evaluate student learning successfully, including approaches for creating and implementing tests, grading and assessing student work, and giving students feedback.

3.2.2 Attending schools as trainees and observing experienced educators in real classrooms

The exposure to real classroom settings can help novice teachers gain a better understanding of what effective teaching looks like in practice, and how to effectively manage a classroom. Novice educators have the potential to learn a lot from observing seasoned educators at work. They can examine how professionals run their classes, engage with the kids, and provide engaging courses. This will give them a sense of what to anticipate when they begin their

careers. This experience can help them build confidence, develop their teaching skills and establish a solid foundation for their teaching careers.

3.2.3 Mentor-ship

In the context of helping novice teachers, monitoring refers to the systematic observation, direction, and assistance given to new educators by experienced teachers or mentors. It entails a structured method of monitoring, evaluating, and giving feedback in order to assist newly hired educators in developing their teaching strategies and overcoming any obstacles they may encounter in the classroom.

New teachers might profit from receiving guidance from skilled teachers. Mentoring can help new teachers overcome the difficulties of their first few years of teaching by offering advice, criticism, and support. Given the fact that the new teachers are experiencing a huge transition, the first two years of their career should be monitored by professional teachers that can help them develop the most successful approaches to working with kids, offering some guidance on time management and how to handle various issues including bad behavior, dealing with the administration, and the students' parents. Jacobs (2010) points out that The future of education lies in teachers collaborating with each other and exchanging their most effective teaching strategies.

In addition to experiential guidance and feedback, mentors can also provide new teachers with resources and materials to support their professional development. They can recommend relevant books, articles, research papers, and websites that offer insights into effective teaching strategies, innovative approaches, and current educational trends. This access to resources helps new teachers expand their knowledge base, stay updated with the latest research, and continuously improve their instructional practices.

Overall, the monitoring process through mentoring fosters a collaborative and supportive environment for new teachers. It allows them to learn from the experiences of more experienced colleagues, receive personalized guidance, and benefit from ongoing professional development opportunities. By establishing effective monitoring systems, educational institutions can ensure that new teachers receive the necessary support and encouragement to thrive in their early years of teaching, ultimately contributing to their long-term success in the profession

3.2.4 Pre-service and In-service training

It is crucial for novice English teachers in Algeria to receive both pre-service and in-service training to enhance their teaching skills and expand their professional knowledge and expertise. While novice teachers may have extensive knowledge about teaching theory, they may feel insecure about leading a particular class of students, and this is where additional support is needed. These training opportunities allow teachers to apply the theory of teaching into practice and establish a strong foundation for their careers, ultimately leading to a high-quality education for their students.

Pre-service education provides new teachers with the fundamental pedagogical methods and techniques required to conduct effective instruction. It emphasizes on converting theoretical concepts into practical applications in the classroom, giving instructors practical experience and direction in lesson planning, curriculum building, assessment methods, and classroom management. English instructors in training can develop the self-assurance and abilities required to handle real classroom difficulties by immersing themselves in realistic teaching situations. For example, novice English teachers may engage in practicum experiences where they work alongside experienced mentors in actual classrooms. They observe, assist, and gradually take on more responsibilities, such as designing and delivering lessons. This practical application of

teaching theories not only enhances their understanding of pedagogical concepts but also hones their ability to create engaging and inclusive learning environments.

On the other side, in-service training gives working instructors the chance to continue their professional growth. This training is intended to enhance some areas, offer new teaching techniques, and refresh their expertise. Teachers may use it as a platform to exchange experiences, work together with peers, and improve their instructional techniques. New English instructors may improve their teaching methods, get a deeper knowledge of student needs, and keep up with the most recent findings and advancements in language education through in-service training.

In-service and pre-service training both place a strong focus on practical application. English teachers in training are encouraged to immediately use the theories and methods they have learnt into their classroom practices. By doing so, they establish a strong foundation for their careers and improve the quality of education delivered to their students.

3.3 The classroom environment

The working environment is crucial since it affects how well instructional strategies are implemented and how effective the learning process is. In light of this, schools should create an atmosphere where new teachers can feel comfortable and productive. Small measures may be taken to create this uplifting environment, beginning with providing the teaching resources required for teachers to educate in order to boost the quality of their work. In addition to providing a conducive learning environment that is safe, organized, and well-maintained, schools should also take good care of hygiene and classroom conditions, including the tables, chairs, walls, painting, and boards, as well as a good temperature and good lighting, which means that all aspects that may affect the mental health of both students and teachers should be taken into consideration.

Here are some tips to establish a positive learning environment:

• Arrange desks and tables in a way that promotes a sense of community and encourages collaboration.

• Ensure that the classroom is clean and well-maintained, with clutter kept to a minimum.

• Use bulletin boards or whiteboards to display important information, such as class schedules or upcoming assignments.

• Incorporate age-appropriate decorations and displays to create a welcoming and engaging learning environment

• Help students find their way around the classroom by marking shelves and designating locations for particular activities.

• Ensure that each student has enough personal space to work independently and move about the classroom without discomfort, including those with disabilities or mobility issues.

3.4 Classroom management and dealing with students

Having effective classroom management skills is crucial for all teachers, especially for those who are new to the profession. By managing a classroom effectively, teachers can establish a positive learning environment, prevent misbehaviors from occurring, and improve students' involvement and performance in their learning However, new teachers may face unique obstacles in managing their classes, such as developing authority and building rapport with their students. Nonetheless, with proper strategies and techniques, new teachers can overcome these challenges and create an enjoyable and fruitful learning experience for their students. These strategies can include :

• Establish clear rules and expectations for behavior.

• Be consistent in enforcing rules and consequences.

• Use positive reinforcement to encourage good behavior.

- Redirect students who misbehave.

- Maintain a positive attitude.

- Use non-verbal cues to signal behavior expectations.

- Build positive relationships with students.

- Engage students in their learning.

- Seek support from colleagues or administrators when needed.

- Be approachable and available to your students.

- Show genuine interest in your students: Take time to get to know your students as individuals

Effective classroom management requires ongoing reflection on teaching methods. Teachers can pinpoint areas for improvement and implement the required changes by evaluating student reactions and outcomes. Asking for feedback from mentors, coworkers, or students may offer insightful information and foster professional development. Creating a unique teaching approach that connects with students requires flexibility and a desire to learn from experiences.

Enhancing learning experiences and encouraging student involvement are two benefits of integrating digital tools and resources. In addition to capturing students' interest, interactive presentations, educational applications, online chats, and multimedia projects also encourage involvement and cooperation. By utilizing technology's capabilities, educators may design dynamic, interactive courses that engage students and encourage them to study.

For the purpose of encouraging motivation and engagement, it is crucial to relate curriculum to students' interests and real-world circumstances. Teachers develop intrinsic motivation in students by highlighting the relevance and real-world applicability of the material they are teaching. This method motivates students to take an active role in their education and to cherish lifelong learning. Various teaching strategies and exercises are used to interest pupils and accommodate their different learning preferences. Discussions, group work, practical exercises,

and multimedia tools are just a few of the many techniques that encourage critical thinking and creativity. Teachers may meet the different requirements of their pupils, encourage greater knowledge, and foster a collaborative learning environment by adopting instructional variety.

All teachers, especially those who are new to the field, must have good classroom management abilities. Teachers may create inclusive and engaging learning environments by putting concepts like reflection, adaptability, technological integration, meaningful learning experiences, and using a variety of teaching approaches into practice. These techniques not only create constructive teacher-student connections but also establish clear standards and prevent disruptive conduct. In the end, a classroom that is properly managed creates the conditions for the best learning, encourages students to take ownership of their education, and gives them the fundamental knowledge and abilities they need to succeed in a world that is always changing. Teachers may overcome obstacles and give their pupils a fun and fulfilling learning experience by being committed, adaptable, and student-centered.

3.5 Time management

The success of a learning environment depends heavily on effective time management. It is a crucial component that enables teachers to maximize class time, provide smooth activity changes, and promote a well-structured learning environment. The following important points should be taken into account to improve time management in the classroom:

- Set aside a particular amount of time for each activity: Each educational activity in the class should be given its own time slot. A schedule that outlines the time given for the introduction, justification, exercises, and evaluation of the lesson may be necessary. Try to be flexible when planning your schedule and provide additional time for tasks that can take longer.

- Use a clock or alarm to remind you of the end of each part of the lesson or to set a time limit for each activity. This helps you stick to the time allotted for each activity and promotes a smooth transition between them.

- Give students specific instructions on how much time is allotted for each exercise and what is expected of them. To indicate a change in the activities or amount of time left, you might utilize the schedule board or give visual cues.

- Divide large tasks into smaller ones: If you have a large task that needs to be completed during the semester, break it down into smaller, manageable tasks. Select sub-tasks and set the appropriate time for each. This helps organize work and focus on one task at a time.

- Prioritize: Some tasks may be more important than others. Set priorities and get important things done

3.6 Conclusion

In conclusion, novice teachers face unique challenges in managing their classrooms, including establishing authority and building relationships with students. Teacher education programs can help prepare new teachers with the necessary skills and strategies to manage their classrooms effectively. However, it is important for new teachers to continuously develop and refine their classroom management skills. To help them in this endeavor, several strategies can be implemented to establish a positive learning environment, prevent disruptive behavior, and promote student engagement and achievement. According to Depka (2018) Novice teachers should prioritize building positive relationships with their colleagues, taking advantage of professional development opportunities, and reflecting on their teaching practice to continuously improve their skills. By continuously developing and refining their classroom management skills, new teachers can create an enjoyable and productive learning experience for their students, setting them up for success in their academic career.

General Conclusion

General Conclusion

This study sheds light on the challenges and obstacles that novice teachers face during their first year in the field of education. It highlights the fact that teaching is a complex and special profession that requires practice, flexibility, endurance, and continuity in order to be able to deal with different types of students with different needs, interests, backgrounds, and personalities. It also shows that new teachers face difficulties and challenges that often prevent them from building an effective learning environment and achieving the educational goals.

The main objective of our research was to comprehensively identify and understand the main challenges that new teachers encounter during the first year of their teaching careers. We sought to investigate the impact of these challenges on the learning outcomes of both the teachers themselves and their students. To accomplish this, our initial purpose was to address the following key question: What are the primary obstacles that newly appointed teachers face during their initial year in the classroom?

From this standpoint, we developed a primary hypothesis to gain a deeper understanding of the nature of the challenges faced by new teachers and their impact on student learning outcomes. Our main hypothesis posits that new teachers encounter difficulties with classroom management, which include managing student behavior, establishing routines and procedures, and creating an engaging learning environment. We further hypothesis that novice teachers struggle also with students' motivation, curricular freedom and parental involvement.

Ultimately, by addressing this main hypothesis, our research seeks to contribute to the broader understanding of the challenges faced by new teachers and their implications for student learning, thereby paving the way for more effective support systems and professional development opportunities for novice educators.

General Conclusion

The research revealed that dealing with student behavior, time management, working with parents and the administration, are the most frequent challenges for novice teachers. Furthermore, the results of our study revealed that dealing with student behavior is one of the most frequent challenges that novice teachers face. Classroom management and discipline are crucial aspects of teaching that new teachers often find challenging. They must establish clear expectations and boundaries for their students, but also be flexible and adaptable to different students' personalities and backgrounds. Furthermore, novice teachers often find it difficult to identify and address student behavior issues in a timely and effective manner, which can lead to a disruptive learning environment for all students.

Moreover the results indicated that time management is another challenge that novice teachers face. New teachers often find it difficult to manage their time effectively, especially when it comes to planning and preparing lesson plans, grading assignments, and responding to student inquiries. They may also struggle to balance their teaching responsibilities with their personal life, leading to burnout and exhaustion

The data obtained also confirmed that working with parents can be a challenging task for novice teachers. New teachers may face parents who are difficult to deal with, who are overly demanding, or who have unrealistic expectations of their child's academic performance. In addition, new teachers may struggle to communicate effectively with parents, leading to misunderstandings and conflicts.

According to our study, novice teachers don't receive enough training to handle the challenges they encounter in the classroom. Although teacher training programs offer the necessary knowledge and skills to teach effectively, they may not adequately prepare new teachers for the difficulties they may face. Consequently, when these challenges arise, novice

General Conclusion

teachers may feel overwhelmed and unready, which can negatively affect their teaching and students' academic performance.

This study provides practical recommendations and strategies to facilitate dealing with different problems and help new teachers adapt quickly to every situation, thus improving the quality of education and creating an effective learning environment. Therefore, addressing these problems will spread awareness and help new teachers by giving them the chance to learn more about these challenges and extend their knowledge, ultimately improving the quality of education.

Moreover, it is essential for schools and education policymakers to recognize the need for ongoing professional development and support for teachers at all stages of their career. Teachers need access to continuous training, mentorship opportunities, and resources to stay current with the latest teaching strategies and techniques. By investing in the professional development of teachers, schools can improve the quality of education and create an environment that fosters growth and development for both new and experienced educators.

The challenges faced by novice teachers during their first year in the field of education are significant, but by providing them with sufficient training, mentorship programs, and encouraging collaboration, schools can help new teachers adapt quickly to every situation, ultimately improving the quality of education and creating an effective learning environment. It is also important to recognize the emotional toll that teaching can take on new teachers and provide resources and support to help them cope with these challenges. By investing in the professional development of teachers, schools can improve the quality of education and create an environment that fosters growth and development for all educators.

General Conclusion

By examining the challenges faced by novice teachers in Algeria and the strategies they use to overcome them, policymakers and educators can develop targeted training programs and support systems to help these teachers become more effective in the classroom. Similarly, by understanding the current state of English language instruction in Algerian primary schools, educators can identify areas where improvements can be made to better prepare students for success in an increasingly globalized world.

It is essential to acknowledge the limitations arising from the small sample size and the potential lack of cooperation from participants. These limitations can hinder data collection and affect the researcher's ability to observe and comprehend the challenges faced by novice teachers. The researcher's inability to find sufficient novice teachers in elementary schools was a major obstacle. It might be difficult and time-consuming to find enough volunteers who are willing to participate in the study and submit the necessary data. The small participant group limits the variety of experiences. The study's findings may thus only be applicable to this particular set of inexperienced teachers, making it difficult to draw more general generalizations.

Additionally, a notable limitation of the study was the lack of collaboration between the novice teachers and the researcher. Many of the new teachers were not willing to actively collaborate or participate in the research process, which hindered the researcher's ability to gather comprehensive insights into the challenges they faced during their first year of teaching. The lack of collaboration restricted the researcher's access to valuable information and perspectives that could have enriched the study's findings. Additionally, without active engagement from the teachers, the researcher may have missed out on the opportunity to explore potential solutions and gain a deeper understanding of the experiences of novice teachers.

When some new teachers indicate hesitation or disagreement to enabling direct observation of their courses, the researcher may run into issues. This may make it more difficult for the

researcher to compile insightful data and first-hand accounts of the particular challenges that new teachers encounter during their educational careers. The depth of understanding and contextual insights that may be obtained by viewing the teaching and learning environment are constrained by the lack of direct observations. As a result, this constraint may cause the study to exclude important data that may contribute to a more thorough understanding of the difficulties faced by inexperienced teachers.

To address these limitations, future research endeavors should aim to overcome the constraints by expanding the sample size to include a more diverse range of novice teachers. This would enhance the representativeness of the findings and allow for broader generalizations. Additionally, efforts should be made to encourage greater participation and collaboration from teachers, addressing any concerns or objections they may have about direct observations.

More studies should be done concerning the study at hand, and variety of questions can be addressed such as:

1. How do novice teachers in Algeria perceive their preparedness to handle the challenges of teaching in the country?
2. How does the curriculum in Algerian schools promote the development of critical thinking skills among students?
3. How are English language teachers in Algerian primary schools trained and prepared to teach the language, and what resources are available to them?
4. What role does parental involvement play in the Algerian education system, and what efforts are made to encourage and engage parents in their children's education?

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Appendix One: Teachers' Questionnaire

Dear teachers,

You are kindly requested to complete this questionnaire, Your answers will be used only for the aims of the scientific research. Please cross the appropriate box (X) which indicates your choice, or write in the space when it is necessary

This study does not include any personal information or identities, And your answers will be deeply appreciated.

    A. **Section one : Background information**

    1. **Gender:**   Please specify your gender

      Male   ☐   Female   ☐

    2. **Age:**   Please specify your age

      Under 25   ☐   Between 25-30   ☐   Above 30   ☐

    3. **Educational degree:**   Please specify you educational degree

      License   ☐   Master   ☐   doctorate   ☐

      If other, please specify

    ....

    B. **Section two : Professional data**

    4. **Are you a.......... teacher ?**

    Confirmed   ☐   Substitute   ☐   Contract   ☐

    5. **How long have you been teaching ?**

0-3 years ☐   3-5 years ☐   5-more ☐

6. How many classes do you teach per week ?

     1-2 ☐   3-5 ☐   5-more ☐

7. How many hours do you teach per week ?

     3-5 ☐   5-8 ☐   8-more ☐

C. <u>Section three : Respondents' reflection on their initial years of teaching</u>

8. How would you describe you first year of teaching ?

Difficult ☐

Easy ☐

In between ☐

Please, explain why

....

9. Have you received any kind of training before or during your teaching career ?

Yes ☐

No ☐

If yes how would you evaluate that training ?

Effective and sufficient ☐

Effective but not sufficient ☐

Not effective at all ☐

10. What is the biggest challenge most teachers face ?

Dealing with students' behavior ☐

Interacting with parents ☐

☐

Dealing with the long curriculum

interacting with colleagues ☐

Dealing with the administration ☐

Others ☐

If others please mention it.

....

....

....

11. **According to you, How did those challenges affect you as a teacher ?**

They make you feel anxious ☐

You are losing your self confidence ☐

You are over thinking all the time about the future ☐

You are not becoming as productive as before ☐

Others ☐

If others please mention it

....

....

....

12. **What kind of support do you think most beginner teachers need to be more**

effective?

....

....

....

Thank you for your precious collaboration.

Appendix Two: Checklist Observation:

85

a) <u>General information</u>

School :

Grade : Third year primary school

Date :

Duration of the lecture :

The observer : Bessoltane Chahinez

b) <u>The classroom environment</u>

Number of the learners: ....

Sitting arrangement: ....

Availability of the learning materials:

....

Task	Yes	No	Notes
Is the teacher facing problems disciplining students			
Is the teacher facing problems managing time			
Is the teacher motivating students			
Is the teacher facing problems controlling the classroom			

Is the teacher facing problems knowing the students	87		
Is the teacher facing problems identifying the students' needs			
Is the teacher interacting with students effectively			
Is the teacher facing problems involving all the students			
Is the teacher facing problems dealing with students cultural backgrounds and diversity			
Is the teacher flexible			
Is the teacher struggling with managing the curriculum			
Is the teacher able to explain himself clearly (pronunciation, using the board, material...)			

Is the teacher feeling stressed or anxious	88		
Is the teacher self-regulating			