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Exploring Classroom Challenges Faced by Novice EFL Teachers

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Submitted by: **Supervised by:**

Ibtissem Djafar   **Dr. Abdelmadjid Benraghda**

Sabrina Aouinti

Chaima Boukadjar

Board of Examiners

Mr. Abdenour Benhamimid	University of BBA	Chairperson
Dr. Abdelmadjid Benraghda	University of BBA	Supervisor
Mr. Mustapha Habitouche	University of BBA	Examiner

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Dedication

In the name of ALLAH, the Most Gracious, the Most Merciful, and prayers and peace be upon his Noble Messenger.

First and foremost, I would like to express my sincere gratitude to Allah the Almighty, for has honored me and helped me to complete this work.

My special thanks and appreciation go to my supervisor Dr. Abdelmadjid Benraghda.

I dedicate this work:

To my beloved parents who supported and encouraged me throughout my life.

To my only brother, to my sisters each one by her own name.

To my little sisters, Rafeh and Takwa.

To my special, sweetest niece, Eline.

Thanks for always praying for me, and supporting me every day and every moment.

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Dedication

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Abstract

Teaching English as a Foreign Language (EFL) is a challenging task for teachers, especially less experienced ones. The current research aims to examine the most common challenges that novice EFL teachers suffer from at BBA University, Mohamed El-Bachir El-Ibrahimi. To fulfill the desired objectives of this study, a mixed-method was employed, utilizing a quantitative method (a questionnaire for students to investigate their perceptions about new EFL teachers' problems) and a qualitative method (interviews with novice EFL teachers to share their experiences). The findings have revealed that although novice teachers have the essential teaching abilities, they are liable to encounter many challenges because of their lack of teaching training and experience. Some of these problems are psychological, administrative, or related to classroom management and syllabus design. This work presents a full overview of novice EFL teachers' problems at tertiary level, and it helps prospective teachers understand students' attitudes towards these challenges.

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GENERAL

INTRODUCTION

Introduction

Certainly, English has become the most dominant language in almost all the domains and fields in the modern world. English is the official language in 54 countries and is known as the lingua franca of the world. Additionally, it is now greatly needed to keep pace with today's developments and modernity. Therefore, many non-native English countries, particularly Algeria, have rushed to incorporate English as a Foreign Language (EFL) in public schools and universities. However, teaching EFL depends primarily on the teacher as he is required to translate his theoretical knowledge into practice in the classroom. As a matter of fact, all EFL teachers are vulnerable to face various challenges during the performance of their work. More specifically, novice EFL university teachers are more likely to encounter obstacles and challenges because of their lack of teaching experience and proficiency. In this respect, this study tries to explore the main troubles faced by novice teachers of English, namely teachers of Bordj Bou Arreridj (BBA) University, based on their experiences and their students' perceptions.

1.1. Statement of the Problem

Teaching EFL, particularly at university, has always been a challenging task. Often, less experienced teachers suffer from various challenges and challenges during their first years of teaching. Consequently, educational authorities pay a lot of effort to train teachers before starting their careers. However, this does not seem to be the case when it comes to Algerian context. Novice EFL teachers, in Algerian universities, usually complain about psychological, instructional, and classroom management challenges which in turn obstruct the process of teaching English, therefore, novice teachers fail to meet the intended objectives of the lesson. On this basis, this situation calls for the need to address some of these challenges based on both novice teachers' and their students' perceptions.

1.2. Research Objectives

This study attempts to discuss the major problematic areas in the English language teaching regarding novice teachers. The aims are intended to be accomplished are stated as follows:

1. To explore the main classroom challenges that might be faced by novice EFL teachers.
2. To identify students' perceptions toward novice teachers' classroom challenges.

1.3. Research Questions

The current research is presented to answer the following questions:

1. What are the common challenges that most novice EFL teachers may face during their first years of teaching?

2. What are students' perceptions toward novice teachers' classroom challenges?

1.4. Scope of the Study

The current study is mainly focused on the common problems that are encountered by less experienced English teachers who are new in their careers. Hence, this research is intended to discuss those challenges using a survey that will include a questionnaire for students and interviews for novice teachers to collect data taking into consideration teachers' and students' perceptions.

1.5. Significance of the Study

The following research is, primarily, helpful for novice EFL teachers by providing them with a clear overview of the major challenges they face during their first years of teaching. Moreover, university staff and policymakers will realize the issues that new teachers struggle with, thus they may pay more attention to teacher training and coaching according to modern international programs, besides providing the required support for both teachers and students. EFL undergraduate students also will benefit from this work in which they will recognize what kind of challenges they may face in teaching, so they can appropriately prepare themselves to eliminate these problems.

1.6. Limitation

The primary restriction of this study is that university students and teachers are the only ones who may participate. The validity of this study may be harmed if the results were to be generalized. Because the participants in this study are only limited to EFL teachers and students at BBA University, the findings can only be used in this context.

1.7. Keywords

Teaching English as a Foreign Language (TEFL): According to Witol (2017), teaching English as a Foreign Language (EFL) means the act of teaching English in countries where English is not the first language or a lingua franca. In this study, TEFL refers to teaching English to people, like Algerian students, whose first language is not English.

Novice EFL Teachers: novice teachers can be defined as those who are under training or have just finished their training program, or teachers who have less than two years of experience (Gatbonton, 2008). In the present research, novice teachers refer to EFL teachers who have no more than five years of classroom experience.

Teacher's Classroom Challenges: According to Oxford Dictionary, a challenge is "a new or difficult task that tests somebody's ability and skill". In this study, teachers' classroom challenges refer to the barriers and obstacles faced by novice EFL teachers in the classroom.

Teaching Experience: work experience is defined as a main part of the learning process in order to provide the workers with opportunities to improve their skills and abilities (Harvey et al., 1998). In this study, teaching experience means the classroom practical performance where teachers took full responsibility for the planning and delivery of lessons and instruction.

Students' Perceptions: the term 'perceptions' means conveying a point of view or information about a specific event (Utami, 2019). In this research, perceptions mean students' perceptions, interpretations, and attitudes toward what challenges their novice teachers suffer from.

Summary

New beginnings might be both difficult and exciting. However, for novice teachers, those new beginnings may imply frustration and disappointment. The challenges of the first years of teaching have attracted a lot of attention in educational research. A novice EFL teacher was described as someone who had no more than four years of experience teaching. Any obstacle that novice EFL teachers faced in their teaching decisions and practices was defined as a challenge. To investigate such a situation, this study will handle a quantitative analysis employing a questionnaire for students that will reveal a variety of dimensions about the topic being studied, and a qualitative analysis that is guided by structured interviews with teachers. The use of a mixed-method will add value to the study's research findings in a manner that could not be achieved merely through one form of data.

CHAPTER ONE
THEORETICAL PART

Exploring Classroom Challenges Faced by Novice EFL Teachers

Introduction

As widely recognized, the first years of the teaching profession have been characterized by many challenges and tensions. Several previous studies have shed the light on the major classroom challenges encountered by English language teachers. Regretfully, as is evident in the literature, there is a lack of robust research on the severe hardship that EFL teachers, particularly novice teachers at universities, suffer from. Consequently, this study is intended to examine the challenges faced by those teachers in the context of Algerian universities.

This chapter will investigate the topic addressed above from different angles. It is divided into four sections that will examine the following topics respectively, English as a foreign language and its importance, the EFL teacher, an overview of new EFL teachers, and the main challenges faced by novice EFL teachers.

2.1. Teaching English as a Foreign Language

English is by far the most frequently spoken of 7,000 world languages. It is becoming increasingly important in both native and non-native countries where it is recognized as an official language and is used as the language of trade, communication, science, business, and top international media. Consequently, many countries around the world have scheduled the teaching of English as a foreign language (EFL) in their schools, institutes, and universities. According to the Oxford Dictionary, EFL, is defined as "the teaching of English to people for whom it is not the first language". In other words, EFL is a term that is used to describe the study of English by non-native speakers in countries where English is not the dominant language.

This part will present a better understanding of the meaning of English as a foreign language and the value of teaching it. Moreover, it will shed light on Teaching English in the Algerian context, namely, at universities.

2.1.1. English as a Foreign Language

English is considered a communication system that is employed by a certain country or culture. The term English comes from 'Anglisc', which was the language of the Angles, a Germanic tribe that conquered England in the fifth century (Nordquist, 2020). There are around 1.5 billion English speakers around the globe. 375 million of them consider English their first language, 375 million people communicate in English as a second language, and 750 million people use it as a foreign language (Graddol, 1997). The latter is described as the language that is "taught to people whose main language is not English and who live in a country where English is not the official or main language" (Cambridge dictionary).

2.1.2.   Importance of Teaching English as a Foreign Language

British council (2013) stressed the importance of English as it supports and pushes international growth and development forward. As is well known, English is the language that paves the way for any person to access the global workforce since many international companies, like Microsoft, Airbus, Samsung…, obliged their employees to master English. Moreover, English provides people from all over the world with opportunities to interact with the surrounding world and communicate with people from different cultures. Due to the fact that most academic and scientific articles, books, and research papers are published in English, EFL students are able to easily access a large range of information and knowledge. On the other hand, English is the bridge that brings the developing countries together with the developed ones, especially when it comes to politics, economy, and business. Thus, teaching English has a crucial role at both the personal and universal levels.

2.1.3.   Teaching English in Algerian Context

Algeria, like the rest of the world countries, has developed the use of English to improve communication and knowledge access for students, employees, researchers, and others. Because of its relevance in practically all aspects of life, the majority of people of all ages are attempting to acquire this global language. Zughoul (2003) argued: ''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 those countries cannot be cancelled.'' (p.122)

According to the foregoing, the Algerian educational authority decided to schedule English as a part of the official curriculum at all levels of education including middle, secondary and university levels. First, English is presented as a major subject starting from the first year of middle school, and it lasts four years which are important for building the child's intellectual, emotional and social skills (Boukri, 2020). Students take three English sessions a week, followed by two tests and one exam each trimester. Next, pupils meet English for the second time in high school for another three years. This time, English is not a principal subject except for the Arts and Languages branches.

Definitely, teaching English, in Algeria, must reach a set of goals including paving the way for the Algerian society to keep pace with novelty through upgrading the learners' communication proficiency using certain linguistic tools, recognizing national and common values, laying the foundation for learners to support their soft skills like critical thinking and tolerance, and providing learners access to science, technology, and culture, taking into consideration the risk of acculturation (Boukri, 2020).

2.1.4.   Teaching English at Universities

All universities across Algeria teach English as an independent major. Starting from the 2004/2005 academic year, the Ministry of Higher Education and Scientific Research of Algeria replaced the classic system with a new European educational system called 'LMD' (Meriem & Bouyakoub, 2020). This term stands for the three degrees: License (3 years), Master (2 years), and Doctorate (3 years). LMD is a semester-based system in which each year consists of two semesters. It mainly aims at keeping pace with world globalization and responding to 21st-century development and evolution.

English is taught in a variety of ways at Algerian universities; either as an independent major in the English department where students need to attend the following modules: Literature, Civilization, Linguistics, Phonetics, Oral Expression, Written Expression, ESP, or simply as an additional but "mandatory" module at all other departments, and their students are expected to take ESP courses according to their field of research and demands. Teaching English as a university major, in Algeria, is based on a specific, organized curriculum that is set by the Ministry of Higher Education. Based on this curriculum, First-year and second-year students are required to focus on grammar, written, and oral skills. While third-year students tend to care more about linguistic, civilization, and literature modules.

To sum up, English as a foreign language is the use of English by speakers with different native languages. Although Algeria has adopted the teaching of English as a foreign language, Algerian students are still suffering from the inability to master the language. This is attributable in part to the poor quality of the designed curricula imposed by the ministry. However, the Algerian teaching community is putting forth significant effort to improve the effectiveness of English as a foreign language.

2.2.   English Language Teachers

The teaching-learning process is usually affected by many factors that help create an appropriate learning climate for learners. Some of these factors are directly related to the teacher's responsibilities in the classroom. In this sense, Oxford Advanced Dictionary defines the word 'teacher' as "the person whose job is teaching, especially in a school", while 'English teacher' is "someone who teaches English" (Vocabulary Dictionary).

In a language classroom, an effective teacher will find himself obliged to perform many roles to cover all the different learning situations. In support of this, Harmer (2007) noted "The point that we should be able to adopt a variety of roles within the classroom that facilitate learning" (p.108). On the other hand, building a positive relationship reflects the teacher's ability to

engage students in the process of learning and "provide the foundation for effective instruction and constructive classroom management" (Partin, 2009, p.14).

Based on the above, the current section is divided into two parts, one is for discussing the main roles that EFL teachers must play, whereas, the second is about the teacher-student relationship.

2.2.1.   The Roles of an English Language Teacher

It is clear that an English language teacher is one of the key characters in a language classroom as long as he represents the source of knowledge. His prior responsibility in the classroom is to impart knowledge and deliver lessons to students. An EFL teacher should be able to improve students' language comprehension, fluency, and proficiency, so they are able to speak, listen, write and read effectively. As Richards and Rodgers (1986) said: "teachers' roles …. are related ultimately both to assumptions about language and language learning at the level of approach…" (p.99). However, an EFL teacher has to play many other roles like being a monitor, controller, prompter, assessor, and participant.

- **Monitor**: a monitor encourages students to make more effort and to enjoy learning. Mentoring involves watching and listening to students when they are doing a given activity. Listening to students helps teachers understand students' needs, interests, and learning weaknesses. Monitoring provides students with opportunities to build their self- confidence and increase their enthusiasm to learn more. Monitor teachers aim to discover the type of problems and errors learners make when they produce the language.

- **Controller**: The teacher is required to control students' behavior and language, classroom activities, the material to be learned, and learning methods. Classroom controlling is when teachers "are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups" (Harmer, 2001, p.58).

- **Prompter**: It deals with the teacher's encouragement and motivation of the students during the teaching-learning process. The teacher can motivate his students verbally by saying positive statements, or he can do some gestures that attract their attention and rise up their passion. The EFL teacher must help students to use the language in different situations and improve their self-confidence to speak English publicly.

- **Assessor**: an EFL teacher should measure learners' skills and understanding of the target language. An assessor develops learners' abilities to improve and guide their learning, recognize their learning weaknesses, and evaluate their progress and level of language mastery. Furthermore, an EFL teacher observes learners' performance, evaluates them individually, and corrects their mistakes. Finally, playing the role of an assessor is intended

to collect the necessary information about each student including their educational backgrounds, learning needs and interests, and level of proficiency in English.

- **Participant**: At certain stages of the lesson, the teacher may need to participate in some activities in the class during the teaching-learning process. He must be involved in the learning activity as a participant, not as a teacher. Thus, the teacher gives students the opportunity to practice their language skills. When acting the role of a participant teacher, the teacher should be careful not to dominate the activity, instead, he should reach a balance between teacher and student talk time. As Harmar (2007) notified "the danger is when teachers act as participants, of course, it is that they can easily dominate theproceedings." (p. 109). This role develops a sense of communication between the teacher and the students, and it encourages the relationship between them, therefore, the teacher will be closer to the students.

Finally, an effective teacher has many characteristics which prove his teaching efficiency. Among these characteristics, there is the teacher's ability to switch from one role to another role based on the learning activity, and to build a warm, positive relationship with his students.

2.2.2.   The Teacher-Student Relationship

A teacher-student relationship is defined as the interactions between the students and their teacher, in which this relationship should be characterized by two key features such as 'respect' and 'trust'. Based on many previous studies, this relationship is seen as the most influential factor in a learning environment. Rimm-Kaufman (2015) stated that "Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs." In other words, the teacher-student relationship can have an impact on students' academic performance. Hence, knowing how to build a positive relationship with students is a crucial and pivotal step that demonstrates the teacher's ability to create an appropriate classroom environment.

2.2.2.1. The Impact of Teacher-Student Relationship on the Students' Academic Performance

Creating a positive teacher-student relationship is an important step to maintain students' motivation and stamina. Waterford.org (2019) argued that "Students are more motivated to attend classes if they know their teacher cares about them and will help them succeed. And by improving school engagement, these relationships can also improve academic achievement."

Briefly, positive teacher-student relationships enhance students' academic performance, incentivize students' attendance, develop self-motivation and self-regulation in students, and promote students' abilities to set learning goals (Waterford.org, 2019).

From another angle, this kind of relationship can also be beneficial for teachers. It may help

them develop their interpersonal and professional abilities and improve their sense of responsibility.

2.2.2.2. How to Create a Positive Relationship with Students?

Establishing closer ties between the teacher and his/her students depends mainly on the teacher where it is his/her job to start the initiative of building a strong connection with the students, showing them devotion and respect. Plevin (2018) emphasized two essential factors for the teacher to positively connect with his/her students; those are "frequent communication" which must be based on students' interests and passions, in addition to, "showing the teacher's care in his students" by encouraging them to do more effort and sharpen their learning skills and capacities. Thus, the teacher can create a warm classroom community that motivates and supports students' learning process. Brown (2001) mentioned some tips for teachers to follow in order to set up this kind of connection:

- "Showing interest in each student as a person.

- Giving feedback on each person's progress.

- Openly soliciting students' ideas and feelings.

- Valuing and respecting what students think and say.

- Laughing with them and not at them.

- Working with them as a team, and not against them.

- Developing a genuine sense of vicarious joy when they learn something or otherwise succeed." (p.203)

Establishing a strong rapport with the students offers them a comfortable learning environment that motivates them for learning more and develops their sense of self- confidence, self-efficacy, and independence.

In a conclusion, an effective teaching process requires teachers' ability to act in different roles, in which these roles, in turn, differ from one learning activity to another. Apart from this, teachers must be able to employ some of their abilities and roles to reinforce the ties that connect them to their students.

2.3.   An Overview of Novice EFL Teachers

The high quality of teaching usually depends on many factors; one of these factors is the teacher who is required to handle the teaching process as his prior responsibility. In this respect, many researchers concluded that teaching is a troublesome mission for many teachers, especially for novice teachers who have no teaching experience. In order to compensate for the lack of teaching experience, novices are usually subjected to teaching training courses directly after their graduation, thus they will have a general idea about teaching. Unfortunately, not all

countries care about their future teachers, Algerian novice teachers, for instance, are neglected in terms of training.

2.3.1   Experienced vs. Novice

The number of years in teaching usually plays a vital role to differentiate experienced teachers from novices. Many scholars have linked the teaching experience to the number of hours the teachers have spent in classrooms; this is why novice teachers are described as less experienced teachers.

2.3.1.1. Novice Teachers

Since the word "novice" is the synonym of "new" or "novice", the term "novice teachers" usually refers to novice teachers who are in their initial years of teaching with little or no prior teaching experience. They are often defined as "those who are still undergoing training, who have just completed their training, or who have just commenced teaching and still have very little (e.g., less than two years) experience behind them" (Gatbonton, 2008, p.162). However, the current study adopts Kim and Roth's (2011) classification, i.e., novice teachers are teachers with less than five years of teaching experience.

2.3.1.2. Experienced Teachers

According to Gatbonton (2008), the term 'experienced teachers' refers to those who have been teaching for five years or more as Gatbonton (1999) stated in her research about novice and experienced teachers. In comparison to novice teachers, experienced teachers are more efficient in performing the teaching task since they are able to effectively impart knowledge, apply the different teaching methods, motivate students, understand the students' learning styles, create a suitable classroom climate, reach the lesson's desired objectives, and meet students' needs and interests.

2.3.1.3. The Difference Between Experienced and Novice Teachers

Many studies have been done in terms of differences between experienced and novice teachers concerning the teaching process. Most of these studies took the form of novice-experienced comparisons between 'pre-active' and 'interactive' phases of teaching (Tsui, 2003). "The former refers to the period before teaching when teachers are planning the lesson and evaluating and selecting teaching methods and materials. The latter refers to the time when teachers are interacting with students in the classroom" (Tsui, 2003, p.22). In other words, the pre-active phase is about teachers' tasks that must be fulfilled before the lesson time. For example, lesson planning which includes determining the subject or the topic,setting the lesson goals, deciding on the teaching methods and strategies… etc. Whereas, the interactive stage deals with the process of delivering the lesson and instructions to students inside the

classroom. It involves the teaching-learning process with interactions between the teacher and the students. In this respect, many prior studies revealed that novice teachers' cognitive characteristics are different from those of experienced ones before and during the lesson.

a) Pre-active phase

Within the previous literature, many studies proved the difference between experienced and novice teachers' performance during the pre-active phase in terms of planning and its types.

- **Planning:** many prior studies discussed the main differences between experienced and novice teachers during planning processes, showing that experienced teachers are more autonomous and usually rely on their own judgment in decision making, whereas novice teachers tend to be dependent on the rules and curriculum guidelines set by educational authorities (Tsui,2003). Moreover, experienced teachers have the ability to quickly respond to and adjust the unpredictable deviations of the lesson plan. On the other hand, novices are less able to anticipate class events and therefore are less flexible in their planning**.**

- **Types of Planning:** according to Tsui (2003), most experienced teachers prefer to be engaged in long-term planning. "Besides lesson planning, they also engaged in unit planning, daily planning, weekly planning, term planning, and yearly planning" (p. 26). Novice teachers, on the other hand, are more involved in short-term planning. They usually spend much energy and time on planning lessons that are more detailed and less flexible.

b) Interactive phase

According to Orgoványi-Gajdos (2015), this phase is characterized by some differences between experienced and novice teachers including teachers' pedagogical knowledge, perceptions, recall, and reaction to classroom events.

- **Teachers' knowledge:** Shulman (1987) defines pedagogical knowledge as "principles and strategies of classroom management and organization that appear to transcend subject matter" (p.8). In other words, pedagogical knowledge is related to classroom management where the teacher uses his pedagogical knowledge to create a successful teaching-learning environment. Comparative studies of experienced and novice teachers' pedagogical knowledge revealed that experienced teachers have more knowledge about the learning-teaching process, learning environment, curriculum, classroom management, and students' learning. While novices lack a sophisticated knowledge base (Orgoványi-Gajdos 2015).

- **Teachers' perceptions of classroom events:** Tsui's (2003) work explained that experienced teachers perceive classroom events in an analytical and interpretive manner, whereas, novice teachers' perceptions are less analytical. Furthermore, experienced

teachers, unlike novices, are characterized by selectivity when it comes to information processing. Hence, they are able to determine the important information from "salient incidental information" (Tsui, 2003, p.34).

- **Teachers' recalling of classroom events:** Experienced teachers have the ability to recognize and make sense of familiar patterns in a short period of time. Based on Berliner's (1986) research, experienced teachers can better recall classroom events than new teachers (Tsui, 2003).

- **Teachers' reaction to classroom events:** Orgoványi-Gajdos (2015) manifested that experienced teachers are usually ready to diverge from the lesson plan in order to quickly react to students' needs and classroom events. However, novice teachers prefer to ignore students' needs rather than change their plans (Tsui, 2003).

Previous studies have distinguished the differences between experienced and novice teachers based on their characteristics within the two phases of teaching 'pre-active' and 'interactive' phases. Most of these reviews have concluded that the teaching abilities of experienced teachers are widely different from those of novices.

2.4.   Training Programs

Starting a teaching career is always problematic for many teachers, especially for non- native EFL teachers. For this reason, novice EFL teachers usually get involved in training programs before starting their careers. The term 'training' means "the process of learning the skills that you need to do a job" (Oxford dictionary). Accordingly, teacher training is viewed as "a preparation for induction into a first teaching position or as a preparation to take on a new teaching assignment or responsibility" (Richards & Farrel, 2005, p.3). It involves an academic study about the teaching profession, an understanding of the national curriculum in the subject matter, and a practical school experience. Hence, training programs are very important to lay the foundation for novice teachers' future careers.

2.4.1.   The Importance of Training Programs

Training programs represent the bridge between the teachers' theoretical education and classroom teaching practices. These programs are of paramount importance for prospective teachers in the following ways:

- Introduce novice teachers to the challenges expected in the classroom, as well as teach them how to overcome these problems.
- Improve teachers' classroom skills by increasing their knowledge of time management, motivating students, teaching methods… etc.
- Enable teachers to highlight their teaching strengths and weaknesses.

- Help them acquire new soft skills like self-confidence, communicative skills, tolerance, and positive attitudes. These skills, in turn, will help teachers build supportive and positive relationships with their students.

- With the rise of new technologies, training programs become a necessity to familiarize teachers with electronic gadgets and teach them how to integrate technology in classrooms, so they are able to facilitate and enhance the students' learning.

In sum, well-planned teaching training programs will provide novice teachers with a good opportunity to apply what they learned and test their teaching abilities.

In conclusion, novice teachers are the ones who lack the teaching experience which is required for their teaching profession to help them deal with classroom issues; they are different from experienced teachers in many ways. However, novice teachers are usually concerned with teaching training programs that are intended to support their teaching skills

2.5.   The Main Challenges Faced by Novice Teachers

Novice teachers are described as newly qualified teachers with less than five years of teaching experience. As fresh graduates, they have a theoretical background but little practice. Like any other new employees, novice instructors encounter obstacles once they begin their profession; the first three years of experience are the scariest as many teachers leave the job because they are unsatisfied with it (Bartell, 2004). As a result, decision-makers around the world have paid close attention to professional development strategies that increase teachers' qualifications and education. Throughout the last decade, there has been an increased demand for the development of novice teachers in the teaching profession, which in turn surges the need to provide clear identification and understanding of the challenges that are expected tobe encountered by those teachers.

2.5.1.   Classroom Challenges

The term "classroom" is defined by Britannica Dictionary as "a room where classes are taught at a school, college, or university". That is, a classroom is a teaching-learning space where students are brought together with their teacher to acquire the language and classroom instructions. On the other hand, the word 'management' means "the control and organization of something" (Cambridge Dictionary). Whereas, classroom management is defined as "the action taken to create and maintain a learning environment conducive to the attainment of the goals of instruction – arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engagement in academic activities" (Brophy, 1988, p.2). Classroom management denotes the efficient and productive use of all accessible resources in the process of designing, organizing, directing, and coordinating, in order to meet

the desired goals and objectives of the teaching-learning process.

Indeed, novice EFL teachers are likely to fail in creating a good physical environment due to a shortage of teaching tools, such as textbooks, overhead projectors, whiteboards, dictionaries…etc. A well-organized classroom is an important factor for a successful teaching-learning process. For example, in language classes "there should be technological equipment and hardware in an ideal language learning setting, there should be sufficient areas for displaying visual materials, furniture should be flexible…" (Yildiz, 2020, p.31). In addition to structural features like lightning, seating, temperature...etc. However, bad classroom conditions obstruct the process of teaching for novice teachers causing various teaching challenges. For example, Tran (2021) concluded that most novice teachers in his study claimed that they have experienced many challenges because of the lack of school facilities and teaching materials. Similarly, Sali and Kecik (2018), reported many novice teachers' challenges concerning the school context, inadequacy of school materials and equipment is one among these problems. Unfortunately, in Algeria, most new instructors are displeased with the settings under which they are expected to perform effectively where they complain about inadequate teaching conditions.

Brown (2001) said that the size of the classroom, the irregularity of the learners' competence level, and often inappropriate management of teacher duties all lead to disobedience by his/her students. In developing nations like Algeria, a big number of students is one of the most common school concerns. According to Sali and Kecik (2018), large classes are one of the most challenges encountered by novice teachers. As a result, researchers view that an ideal language classroom should not include more than 12 students (Brown, 2001). On top of that, Herihiri (2021) argued that teaching overcrowded classes generates a sense of exhaustion from heavy workload as most of the participants of her study declared that they find it difficult to accomplish everything due to the intense workload. Additionally, dealing with a large number of students may end in having unruly classes which are difficult for novice teachers to manage (Herihiri, 2021)

Moreover, time management has been noted as challenging by many novice teachers (Sali & Kecik, 2018). They usually fail in planning and controlling the amount of time that a specific language activity must take to be achieved. This may be the result of their ignorance of the time management tools and strategies. Other studies documented some challenges that are related to the teacher-student relationship. Amin and Rahimi (2018) found out that newly hired teachers usually fail in maintaining a positive relationship with their students, and the reasons behind this are challenges in "helping the ones with behavioral problems, guiding students and giving advice, and perceiving individual differences" (p.157). Furthermore, maintaining students'

motivation is another challenge for new instructors where the majority of them do not know how to deal with students' low motivation and the role required in the classroom, resulting in failure to create a proper classroom environment for language learning.

Naturally, a challenging teaching environment has dramatic effects on the quality of teaching where it will represent significant defiance for teachers, especially inexperienced ones. Most importantly, failure to cope with such difficult teaching circumstances indicates a failure in classroom management.

2.5.2.   Teachers' Abilities

The teacher has a significant impact on the success of the teaching-learning process. However, in some cases, a teacher's lack of skill and efficacy in the classroom might cause him or her to fail in their duties, particularly when it comes to novice teachers (Casperson & Raaen, 2014). Because of their lack of experience and training, the majority of new English language teachers complain about many teaching weaknesses which usually give rise to various teaching challenges. Herihiri (2021) indicated the importance of teachers' training and the classroom experience focusing on the assumption of "the university-based components of teacher preparation offer the theoretical foundation of teaching while the school teaching experience offers a place in which these theories are applied and practiced" (p.61). She explained that prospective teachers need to be involved in school practical experiences inorder to learn how to teach.

As the source of language knowledge, the English language teacher has many roles and responsibilities that play a vital role in determining the effectiveness of the teaching process. It has been revealed that, compared to the teachers of other subjects, learners are usually more influenced by the personality of their English language teacher (Mizuno, 2004). Nonetheless, novice teachers frequently have weak personalities as a result of a variety of factors, one of which is a fear of making mistakes.

Many novices find it difficult to deal with students and manage the course because they are unaware of the importance of the teacher's classroom roles, believing that their primary and only role is teaching. As Caspersen and Raaen (2014) stated that "novice teachers lack the coping skills necessary to fulfill their teaching roles" (p.4).

According to Brown (2001), one of the primary prerequisites of an effective teaching setting is the teacher's strong vocal projection. Many new teachers do not know how to properly use their voices. According to Jeremy Harmer (2001), teachers must vary both the quality and the tone of their voices based on the type of the course and the activity. Teachers with low voice are expected to fail in delivering the lesson, causing negative effects on the teaching task and on learners' academic progress. When novice teachers speak in a low voice, they will make

students feel bored and unable to understand their instructions, thus the teacher will lose the students' attention and engagement, therefore the learning outcomes will not be achieved.

Furthermore, fluency is necessary for any effective English teacher; many novices suffer from a lack of language proficiency. Poor language is considered one of the main classroom challenges encountered by EFL teachers, especially novices whose own English proficiency is limited. Sadeghi and Richards (2015) found that owing to teachers' low competency in spoken English, students often fail in acquiring the language items precisely. How can teachers help students if they can't carry on a conversation or give a speech? Teachers' low proficiency is a problem that prevents students from mastering English fluency (Behroozi & Amoozegar's, 2014). In particular, Afshar and Asakereh's (2016) study found that teachers' bad pronunciation made it difficult for learners to understand their instructions and assistance.

Besides this, novices commonly do not plan sufficiently for the subject matter or have poor ones. Lesson planning is seen as a tough skill for novice instructors to master, with a wide range of negative consequences (John, 2006). For example, John (2006) discovered that when novice teachers are left to prepare on their own, their reactions range from inventiveness to perplexity and fear. Rather than a linear process of decision-making, more experienced teachers' planning is more likely to include immediate evaluation of a wide range of aspects (John, 2006). In agreement with this, Tran (2021) said "Lesson preparation is considered as a challenging task for novices who have just entered the teaching career without much experience in designing the lessons" (p.104/105). The degree of experience of a teacher, on the other hand, is merely one aspect that influences a teacher's planning. Depth of topic knowledge and pedagogical understanding, teaching style, and student perceptions and knowledge are among the others (Roche, Clarke, Clarke & Sullivan, 2014). Short-term planning is common among novice instructors, who see preparing as time-consuming and complex (John, 2006). Once exposed to teaching, novices begin to realize that planning and preparation are concepts associated with unpredictability, flexibility, and creativity (John, 2006).

2.5.3.   Psychological Challenges

"Psychology" refers to a description of a person's traits, such as how they think, feel, or behave (Psychology, 2016). However, psychology in teaching is a critical factor for teacher effectiveness and teachers' well-being. Most novice teachers lack the psychological characteristics that any teacher must have — patience, enthusiasm, and, most importantly mindfulness.

Teaching is one of the careers that require a great deal of patience. Most beginning teachers do not have enough patience to cope with the changing classrooms obstacles, which causes them to suffer from many psychological challenges such as stress, anxiety, and depression; soon after,

teachers will lose their enthusiasm for teaching to the point where they may leave the teaching profession and give up. Additionally, less experienced teachers tend to neglect one of the most required elements for effective teaching, which is mindfulness. The latter is the ability to stay focused on the present activity. It helps teacher reorganize their emotional patterns and proactively regulate their behaviors, manage their reactions to students' behaviors, and foster communication between students and teachers (Jennings, 2015). Thus, any non-mindful decision novices make will impact their engagement with students and their effectiveness as teachers. All of these factors have a strong impact on classroom activities and may cause a lack of teacher confidence, leading them to face endless challenges when teaching.

2.5.4.   Lack of Training in Algeria

In most countries around the world, training is considered an essential part of teachers' education. However, this does not seem to be the case in Algeria. Teaching training, in Algeria, does not receive any considerable attention from the policymakers.

Algerian universities do not usually offer any teaching training program for student-teachers. According to many studies, like Herihiri's (2021) research, future novice teachers "enter the teaching profession, primarily, on the basis of their degree with inadequate qualification and preparation" (p.148). That is, novice teachers are left alone in the struggle against difficult tasks and teaching duties as they lack the sufficient professional knowledge and practical classroom skills, they need to start their teaching careers (Boudersa, 2016).

Most educational universities teach their students only theoretical knowledge, without getting them involved in any practical classroom practice. For example, EFL students in Algerian universities are taught English skills and subskills as part of mastering the language, lesson planning, different teaching methods, and classroom management strategies. Actually, in the field of teaching English as a foreign language, many educational institutions and academies often provide teachers with some training programs (Boudersa, 2016). The British Council in Algeria is one example of these agencies where it "organizes annually some interesting events intended at gathering Algerian teachers and informing them about new methods strategies and techniques in the teaching of different subject-matters." (Boudersa, 2016, p.6).

However, most of these institutions are private; therefore, their programs are not free. They can cost teachers, especially novices who usually have no income, a lot of money. Hence, teachers tend to avoid these programs. For this reason, Algerian education authorities, namely the Ministry of Higher Education, are required to work hard in order to provide the newly graduated teachers with training programs that should be based on modern and international standards.

Summary

To sum up, the current chapter aims to describe the challenges that novice teachers may face during their first years of teaching by shedding light on the considerable advantages of the English language that has led the Algerian context to adopt it as a foreign language at universities, particularly. Although novice teachers might have varying experiences in their initial years, they all share the same occupation, which results in common complaints and concerns. As a result, teaching is a complex endeavor that necessitates specific skills and requires planning, as well as knowledge of the students' characteristics and so on. Aside from these complexities, new teachers are frequently faced with additional challenges. Therefore, it is critical to comprehend the experiences of novice teachers during their formative years in the profession.

CHAPTER TWO

PRACTICAL PART

METHODOLOGY

Introduction

The current chapter introduces a comprehensive understanding of the research methodology utilized in this work. First, it gives an explanation for the research design used in the study describing the integration of the qualitative and quantitative research methods. Next, it provides an outline of the research tools used to collect data, in addition to the rationale behind their selection. This is followed by a brief description of the population and the sampling. Then, it clarifies what techniques the researcher depended on in collecting and analyzing the data.

3.1. Research Design

Earlier in the introductory chapter of this research, it has been stated that the aim of this study is to explore the common challenges faced by novice EFL teachers based on teachers' experiences and students' perceptions. In an attempt to achieve the best results, the researcher adopted a mixed-methods research design that joins quantitative and qualitative methods together. According to Creswell and Plano Clark (2011), mixed-methods design is a procedure that allows the researcher to collect, analyze, then, interpret both qualitative and quantitative data, and it aims at getting rich insights into a specific research problem.

This design was chosen to conduct this study for many reasons which were summarized by the study of Dawadi, and Shrestha, and Giri (2021) which includes; a) obtaining a better understanding of the research problem by providing the researcher with in-depth knowledge and a breadth of information, b) Drawing on the strength of both qualitative and quantitative approaches which enables researchers to explore diverse data from different perceptions, c) providing a high level of validity by combining numeric data from quantitative surveys along with specific details from qualitative data.

Table 01: Matrix Table

Research Questions	Research Instruments	Data Analysis Technique
1. What are the common challenges that most novice EFL teachers may face during their first years of teaching?	• Interview	• Thematic Analysis
2. What are the students' perceptions about those challenges?	• Questionnaire	• Descriptive analysis

Table 01 describes the research instruments and the techniques of analysis used to address the research questions of this study. The first research question was tackled by conducting interviews with novice EFL teachers at Bordj Bou Arreridj University. Then, the obtained data were analyzed using thematic analysis. On the other hand, a questionnaire was designed for

1st year Master students at the same university to answer the second research question. The answers to the questionnaire were described based on the descriptive analysis.

3.2. Population and Sampling

This study was conducted at El Bachir El Ibrahimi University, Bordj Bou Arreridj (BBA) in Algeria. Thus, the target population chosen was novice EFL teachers and 1st year Master students in the English department. The rationale for selecting 1st year Master students is the fact that they have been studying for four years at university, therefore, they are more likely to have been studied with newly recruited teachers. In addition to their advanced level of English which helps them express their preferences more clearly.

The interviews were carried out with 6 novice teachers with less than five years of experience, and they were selected randomly. The teachers' sample size was justified by the fact that the data collected had reached the saturation point. The latter refers to the point at which there is no need for further new information. While the sample of the questionnaire was determined based on Krejcie and Morgan's (1970) table. 123 participants were selected randomly from a total of 184 students.

3.3. Instruments of the Study

Based on the nature of the present study, the researcher opted for a mixed research method, relying on interviews for collecting qualitative data and a questionnaire for gaining quantitative data.

3.3.1. Interview

The purpose of interviewing novice EFL teachers was to investigate their experiences as novice teachers at university. Individual interviews were conducted with 6 EFL teachers who have been teaching for no more than five years at the university. The interview was divided into two parts such as; the teachers' perceptions section which was intended to investigate novice teachers' opinions and attitudes towards teaching English at university, their teaching career as novices, and the importance of training, while the second one sought to discover the main challenges and problems novice teachers may encounter during their first years of teaching. Moreover, the interview was made of thirteen open-ended questions in which teachers were allowed to answer freely according to their experiences and beliefs.

3.3.2. Questionnaire

The quantitative data were collected through a questionnaire designed to survey students' perceptions on novice EFL teachers' challenges, and it was adapted from Tran's (2021) study. The aim of using a questionnaire was to explore students' attitudes, opinions, and beliefs as Dornyei (2003) claimed that a questionnaire is a research tool used to extract the respondents'

"factual, behavioral, and attitudinal" data (p.8). The questionnaire consisted of 3 sections and 15 close-ended questions. The first section was about students' perceptions on whether teaching experience is important to novice teachers. The second part tackled lesson-related challenges including lesson plan challenges, teachers' ability to reach the lesson's objectives, and whether teachers can overcome workload issues. In addition to the third one which examined the classroom management challenges aiming at exploring the different obstacles faced by novice teachers based on their students' perceptions. It consisted of 11 yes/no questions; one agree/disagree question, and three multiple-choice questions.

3.4.Data Collection

Both the quantitative and qualitative data of this study were collected simultaneously at the end of the second semester of the academic year 2021/2022, and it lasted for about one week.

3.4.1. Qualitative Data – Interview

At the beginning of the interview, the teachers were familiarized with the topic of the thesis. Then, the purpose of the interview and the expected time were briefly stated, also the confidentiality of everything they said was guaranteed. The interviews were done in quiet rooms in order to maintain a comfortable setting for properly investigating teachers' answers. The interviewees' answers were manually typed during the interview. Each interview took 15 to 20 minutes.

3.4.2. Quantitative Data – Questionnaire

A questionnaire was distributed inside the English classes in the department of foreign languages, at BBA University. The participants were requested to choose the closer answers to their attitudes and beliefs. The subjects took 10 to 15 minutes to respond to the questions.

3.5.Data Analysis

3.5.1. Qualitative Data- Interview

First, a set of questions were prepared in order to conduct face-to-face interviews with novice teachers. Each interview was recorded and then manually transcribed. Next, the teachers' answers were coded using F-Female/M-Male and numbers, for example, F/1, F/2, M/1… (see table 02). After that, they were categorized according to certain themes which are concerned with the major challenges faced by novice EFL teachers, teachers' perceptions and abilities. Thus, the data were analyzed based on a thematic analysis which refers to analyzing the generated themes to identify meaning.

Table 02: The Respondents' Codes of the Qualitative Section

Gender	Code	Number
Male	M	2
Female	F	4
Total	/	6

3.5.2. Quantitative Data- Questionnaire

In data analysis, the numerical data collected from the questionnaire were manually described based on a descriptive statistics analysis. This analysis helped in summarizing the data in an organized form and elicit the major characteristics of a data set.

Summary

At the end of this chapter, it becomes obvious that two different research instruments were used to answer the research questions of this study. The first research question was answered through a qualitative tool using interviews that were conducted with novice English teachers; next, the collected data were analyzed thematically. The second research question was answered using a questionnaire administered to 1st year Master students at BBA University, and then a descriptive statistics analysis was adopted to analyze the extracted data of the questionnaire. This combination of quantitative and qualitative methods indicates that a mixed-methods approach was followed to complete this work

RESULTS

Introduction

The present chapter focuses on analyzing both the qualitative data obtained from the teachers' interviews and the quantitative data gathered from the students' questionnaires. First, an analysis of the qualitative data is introduced, aiming at eliciting the major problems novice teachers usually encounter during their professional work. Then, the quantitative data are analyzed in order to investigate students' perceptions of the challenges faced by novice teachers.

4.1. The Qualitative Results of Interview

The current section explains the findings gathered from teachers' interviews which seek to explore the different classroom challenges that are encountered by novice EFL teachers at BBA University.

4.1.1. The Common Challenges Faced by Novice Teachers
4.1.1.1. Time Management Challenges

The data reveals that time management represents a big challenge for many novice teachers. Especially right now in which teachers are given only one hour per session. F/2, M/1, M/2, and F/4 affirmed that they are often unable to manage the time of the lesson.

"I faced time management challenges because I speak a lot. I have a lot of ideas in my mind and try to give my students everything" (M/2)

"I sometimes have problems with time management" (F/2)

As for F/4,

"One of my big problems in teaching is about managing the time. I find it really difficult to manage my time well" (F/4)

4.1.1.2. Challenges Related to Students

For the teaching-learning process to be successful, it depends primarily on students' behaviors inside the classroom. Today, the majority of students at universities lack the necessary moral principles, ethics, and values. In this study, most of the respondents (F/3, F/4, M/1, M/2) mentioned that they usually encounter challenges that are belonged to students' attitudes or behaviors. For instance, F/3 argued that she is scared of *"the nature of the new generation of students"*. However, her claim was supported by what M/2 said,

"And now we are having some problems with students. Some students are rude and they are impolite" (M/2)

He notified that he came across a situation when he was teaching at the University of Algiers,

where two students ("a couple") were acting indecently; they were doing something unethical that goes against both the Algerian society's culture and the university's rules. He continued,

"When I started shouting out to them 'Hey, guys, what are you doing there', the girl said 'It's normal sir. What's up?' …. So, you see, we are having different problems as teachers, and we have no right to say 'what are doing'. Students now are like more westernized"

On the other hand, F/4 reported that she is facing many challenges in terms of classroom noise and students' misbehavior.

"I can't stop students when they start talking to each other. And when the class is noisy, it becomes difficult for me to convey the intended meaning of the lesson" (F/4)

Also,

"One of the problems I faced is with the attitudes of some students, not all of them. Some students are really not interested at all, and others spoil the mood of the class" (M/1).

Indeed, these problems usually cause teachers to fail in creating a suitable learning environment, and therefore, the teaching-learning goals are not achieved.

4.1.1.3. Teaching Large Classes

M/1 and M/2 assured that their teaching experience is very bad in terms of teaching large classes. Classes at university are overcrowded; therefore, they are difficult to be handled, especially for less experienced teachers.

"There are some elements that make teaching English at university sometimes difficult. The first thing would be, the large number of students. It is not a pleasant experience to teach like forty students per class sometimes even more. You don't have the time to develop the ideas behind the lessons at an individual level. It turns more into a lecture" (M/1).

M/2 added,

"You are a novice teacher and the number of students is huge. What are you going to do?"

(M/2)

4.1.1.4. Syllabus Design Problems

Many teachers (F/3, F/4, and M/1) revealed that they struggle with many problems concerning the syllabus design. In fact, novice teachers are left alone without any guidance or programs to help them develop appropriate syllabuses. The Algerian Ministry of Higher Education neglected the importance of providing teachers of university with syllabuses and curricula. F/3 complained about the lack of *"ministerial programs"*. She claimed that learners and teachers

need an organized program to follow so that both of them will beaware of what materials will be taught, the objectives of teaching these materials, and how they will be taught. Also, F/4 claimed that she suffers a lot when she tries to create syllabuses.

As for M/1,

> *"As a novice, I faced two things. The first thing would be syllabus design because here at Algerian universities, we don't have a standardized syllabus, a standardized curriculum that each teacher follows"* (M/1)

M/1 spoke out on his sufferance in developing a syllabus for his module (which has no relation to his educational specialization) claiming that he finds himself, every time, obliged to come up with ideas on his own, and then, he tests whether they work or not.

> *"... you have to improvise and it becomes a process of trial and error so you try the things and you see whether it works or not"* (M/1)

4.1.1.5. Administrative Problems

According to the data, three out of six teachers experienced some problems that are related to the administration. For instance, F/1 declared,

> *"I faced some administrative problems. Teachers often take full responsibility on their own"*
> *(F/1)*

Sometimes, the administration obliged teachers to teach modules that have no relation to their academic specialization. Like M/2 explained,

> *"Sometimes, you are given some modules that you are forced to teach them and you have no idea about them. I taught like five modules: written, literature, civilization, intercultural communication, and research methodology, you see different modules; it is difficult"* (M/2)

And the same thing was experienced by other teachers at BBA University.

> *"Take for example the module that I am teaching, Text Study, I didn't study it when I was a student, so it very new thing for me as well. And the fact that we are not given any resources to work with makes the job really broad because you don't know where you headed to with that module…"* (M/1)

4.1.1.6. Psychological Challenges

The data reveals that many novice teachers are struggling with different psychological problems, but most of the respondents said that fear is their main challenge as novices. However, novice teachers are experiencing fear in different ways. For example, M/1 explained that he experienced the fear of taking the stage at the beginning,

"… but after two sessions, this kind of feeling has disappeared" (M/1)

F/3 also complained about the *"fear of judgment"*. While F/1 stated,

"My biggest psychological challenge is the fear form not being good enough" (F/1)

In addition to many other challenges that were mentioned by other teachers, for example, anxiety, shyness, overthinking, depression…etc.

"I suffer from overthinking about whether I have given my students all they need, whetherI have performed my job in an excellent way, whether I have reached the lesson goals; in addition to overthinking about their assignments and exams" (F/4)

Furthermore, this study reveals extra information that goes with the present work regarding teachers' perceptions and teachers' abilities.

4.1.2.   Teachers' Perceptions
4.1.2.1. Positive Perceptions

a) Teaching English at university (in Algeria)

The majority of participants (F/2, F/3, F/4, M/1, and M/2) view teaching English at university in a positive way. F/3 and F/4 described it as interesting, in which it is considered a great experience that teachers must learn a lot from it.

"Teaching English at university is quite interesting. Despite many obstacles, but it can help teachers increase their awareness of all teaching issues and develop their teaching career"(F/3).
"Teaching English at university is an important process that allows any teacher to build a solid experience in terms of teaching and learning" (F/2)

"Teaching English at university is really interesting. At university, students are interested in English…." (F/4)

Compared to teaching in Middle or High schools, most novice teachers find that teaching English at universities is easier (F/4). Even M/2 reported that he tried to teach in High schools, but he could not.

"I find myself doing my best with university students, those who can speak and try to learn a language, but I couldn't teach like young novices" (M/2)

F/4 justified this by claiming that Algerian students are already familiar with a Latin language, which is French. M/2 added that teaching English at university is quite challenging, but at the same time, it's progressing.

"There is some kind of progress in teaching English in Algeria as we see teachers and students are having positive attitudes toward learning English, and we are doing our best to make this experience quite enjoyable…. Despite that there are some challenges, barriers, and obstacles; I do enjoy teaching at university" (M/2)

b) Teachers' attitudes toward their teaching careers

All the teachers that participated in this study stated positive attitudes toward their teaching careers in which they showed satisfaction and optimism as their career is a good opportunity for them to share knowledge and do what they love (F/4).

"I am optimistic about my teaching career. And I definitely look for developing it further"
(M/1).

Some of them expressed how much they are enjoying it and how much they are motivated to develop it more and more.

"... My teaching experience has some ups and downs, but I do like teaching; it is my ambition and I am enjoying it." (M/2)

"I believe that I have intrinsic motivation, and which can help me to develop my teaching skills in the future." (F/1)

c) The importance of training and support of novice teachers

The data collected shows that the majority of teachers (F/1, F/3, F/4, M/1, M/2) believe that teaching training is very important to help novice teachers to start their teaching careers in an appropriate way. They stated that training is necessary for them since it provides an overview of how should teachers start their job, what are the kinds of challenges that are expected to arise, and how to deal with them. As F/3 stated,

"…Training will help us understand our classroom duties, and it will identify the different challenges we are expected to experience, suggesting some solutions to overcome them" (F/3)

Moreover, they expressed their need for guidance and support from experienced teachers. For example, M/2 said,

"*You will find it difficult when you start teaching. We need training, and we need support, and we need pieces of advice from experienced and trained teachers*" (M/2)

"Novice teachers need guidance and support from more experienced ones. And, of course, training will benefit them and expose them to the world of teaching before starting it" (F/4)

4.1.2.2. Negative Perceptions

The negative impact of the lack of training on novice teachers

Most of the respondents (F/1, F/3, M/1, M/2) criticized the lack of training, claiming that novices are in need of training programs that help them get familiarized with the teaching profession before starting it. As F/1 summarized,

"Not receiving any sort of training definitely affects any novice teacher's career as s/he finds himself or herself not aware of the different strategies of classroom management nor the methods and techniques of teaching that can help him/her to facilitate the teaching process and to overcome different challenges" (F/1)

M/2 explained that the lack of training makes him vulnerable to students' criticism which in return makes him feel frightening and frustrated. F/3 also emphasized that the lack of training left her with no idea of "*how to deal with classroom problems, especially in terms of communication*".

This indicates that most novice teachers start their professional careers with no classroom practice or experience.

"We need training because we spend five years learning everything theoretically, but without practice." (M/2)

4.1.3.   Teachers' Abilities
4.1.3.1. Performing Classroom Tasks and Roles

The ability to perform teacher's roles is a required attribute for any teacher which qualifies him/her to be an effective teacher. In this study, four of the respondents answered that they are able to perform their classroom tasks, and they can easily switch from one role to another. F/1 stated:

"I find it easy to perform all my teaching tasks, and it's easy for me to switch between the roles according to the activity I am doing" (F/1)

This was emphasized by F/4 who claimed that she is always able to effectively perform her classroom roles and tasks in terms of explaining the lesson, moderating, assessing… etc. Furthermore, F/3 admitted that despite many challenges, she is often able to act according to the classroom activities.

"If the class needs to be controlled, I am a controller. If my students need to be motivated, I am a promoter. Additionally, I always assess my students' assignments, homework, and exams" (F/3)

From a different angle, M/1 insisted that performing teachers' roles can be done *"instinctively"* and *"It is a human nature to adapt to the situation"*

4.1.3.2. The Influence of Teaching Personality on Novice Teachers

Almost all the respondents came to an agreement that their personality affects their teaching tasks in a positive way. Some of them mentioned that a strong personality is a required feature for any teacher, especially novices. As F/2 responded,

"My personality affects my teaching in a positive way. Teachers must have a strong personality so that they can control their students and well manage their classrooms." (F/2)

Other teachers stated that they are doing their best to exploit their personal characteristics in an appropriate way that allows them to achieve the best results and make the teaching-learning process more successful, for example, M/1 said,

"I always try to adopt and update a personality that encourages my students. For instance, I always try to be passionate about what I am teaching" (M/1)

The same for F/1 who claimed that she tries hard to use her personality features in a way that enhances her teaching style.

"I personally try to let my enthusiasm about teaching appears in my teaching style." (F/1)

Furthermore, M/1 affirmed that his character helped him a lot to handle many classroom challenges.

"I am not kind of severe and I am like being cute with them. So, it is helping me in making the complicated things easier" (M/1)

4.1.3.3. Teachers' Ability to prepare a Well-formed Lesson Plan

Preparing a lesson plan is the first step before any session. It helps the teacher get an overall map of the intended objectives and the points that are needed to be covered by the end of the lesson. According to the collected data, F/1, F/2, F/4, and M/2 stated that they have no challenges regarding lesson plan preparation. They agreed that preparing lesson plans is an easy task for them as novices. At the very beginning of their careers, they depended on and imitated the plans that were already made by experienced teachers.

"I depend on other teachers' works in order to create a well-prepared lesson" (F/4)

"I love literature (my module) and it is easy for me to prepare any lesson relating to it. Sometimes, I come to teach without preparing any lessons. At the very beginning of my teaching years, I asked experienced teachers to help me and tried to imitate them" (M/2)

4.1.3.4. Creating a Positive Teacher-Student Relationship

Five teachers (F/1, F/2, F/4, M/1, and M/2) confirmed their ability to establish a positive

relationship with their students that benefits both of them in a way that inspires teachers to do more for their students, and on the other hand, motivates students to participate and interact with the teacher.

"My relationship with my students is good because, as I said before, I am so kind person"

(F/4)

"My students are like my friends. I love them and they love me as well. I always seek to have fun wherever I go" (M/2)

From a different perspective, F/1 explained that establishing a good relationship with students depends mainly on the student's personality.

"If the student is able to communicate his/her ideas and thoughts during the session, the teacher will not find any difficulty in establishing a strong and positive relationship between him/her student" (F/1)

4.2. The Quantitative Results of Questionnaire

This section represents the results that were obtained from the questionnaire, which is intended to explore the perceptions of first-year Master English students towards challenges that are faced by novice English language teachers at Bordj Bou Arreridj (BBA) University. It consists of three sections which are set and arranged in a logical way. Section one is an entry to get students familiarized with the topic, while section two is about lesson-related challenges, and the last section deals with classroom management challenges.

4.2.1. Number and Percentage of Responses in Exploring their Perceptions

N	Items	Yes		No	
		Number	Percentage	Number	Percentage
Section 01: Students' perceptions					
1.	Have you ever studied with a novice teacher?	96	87.2%	14	12.8%
2.	Do you think that classroom experience is a required element for effective teaching performance?	97	88.1%	13	11.9%
3.	Due to their lack of experience, novice teachers are usually confronted with a variety of classroom challenges.	92	83.6%	18	16.4%
Section 02: Lesson-related challenges					
4.	Does your novice teacher come to the classroom with a well-prepared lesson plan?	69	62.7%	41	37.3%
5.	Do you think that your novice teacher is able to clearly deliver the intended points of the lesson?	68	61.8%	42	38.2%

6.	Does your teacher have challenges in getting everything all done because of the overwhelming workload?	67	60.9%	43	39.1%
Section 03: Classroom management challenges					
7.	Do you see that your novice teacher is able to create a good learning environment?	79	71.8%	31	28.2%
8.	Do you think that it is easy for novice teachers to teach large-size classes?	15	13.6%	95	86.4%
9.	Do you think that your novice teacher is able to quickly adapt to unexpected classroom problems?	34	30.9%	76	69.1%
10.	Does your teacher have challenges in managing unruly classes with discipline problems?	79	71.8%	31	28.2%
11.	Does the lack of school facilities and teaching resources affect the teachers' performance?	93	84.5%	17	15.5%
12.	Do you think that a positive relationship between students and their teacher is an essential factor for creating a suitable learning environment?	101	91.8%	9	8.2%

Table 01: Questions 1-12

Moreover, there are three extra multiple-choice questions (as shown in table 2) where students were asked to select the closest answer based on their beliefs.

13. How would you describe your relationship with your novice teacher?		Number	Percentage
A.	Confrontational (characterized by distance, conflict…)	32	29%
B.	Close and supportive	61	55.5%
C.	Weak and unmotivated	17	15.5
14. In your opinion, what is the main teaching ability your novice teacher lacks?			
A.	Ability to employ the teaching methods and strategies efficiently	36	32.8%
B.	Ability to maintain classroom authority	20	18.2%
C.	Ability to effectively perform his/her teaching roles	44	40%
D.	Using his/her voice properly	10	9%
15. How do you rate the level of English proficiency of your novice teacher?			
A.	Fluent	7	6.4%
B.	Good	98	89%
C.	Bad	5	4.6%

Table 02: Questions 13-15

4.2.2. Analysis of the Questionnaire

The first section aims at exploring students' attitudes toward the importance of classroom experience. In this section, most students' attitudes were positive emphasizing the importance of teaching experience. According to Table N°1, 87.2% of the participants have studied with novice teachers. Most of these students (88.1%) declared that teaching experience is undebatable for teachers' well-performance. And about 83.6 % of them claimed that the lack of experience is one of the reasons behind novice teachers' challenges.

Moreover, the second section attempts to examine some lesson-related challenges of novice teachers according to their students' perceptions which were mostly positive. As shown in table N°1, the majority of students (62.7%) stated positive views on their novice teachers' abilities in preparing well-formed lesson plans, and 61.8% saw that novices are capable to transfer the main points of the lesson in a clear way. But, 60.9% of the students believed that novice teachers face challenges due to a heavy workload.

Still, section three represents students' perceptions on the main challenges that may face novice teachers inside the classroom. The results indicate that most of the students' perceptions were negative. From table N°1, it is noticed that 71.8% of participants thought that new teachers can create a suitable learning environment. Meanwhile, only 28.2% declared that their teachers usually fail in establishing a productive classroom climate. According to students' answers, 86.4% thought that large-size classes represent a big challenge for their novice teachers, and 69.1% of them claimed that new teachers are unable to solve the unexpected problems in the classroom; therefore, most novice teachers face challenges in controlling unruly classes with discipline problems, as the majority of students (71.8%) have declared. As demonstrated in the first table, about 84.5% of students have come to an agreement that their novice teachers are affected by the lack of teaching facilities and resources.

Most students perceived positively toward teacher-student relationships. According to table N°1, a great number of Master's students (91.8%) asserted that the nature of teachers' relationships with their students can affect the learning environment. While, Table N°2 reveals that more than half of the students (55.5%) answered that their relationship with their teacher is "close and supportive", 29% of the answers were "Confrontational (characterizedby distance, conflict…), and the rest (15.5%) described it with "Weak and unmotivated".

Also, table N°02 shows negative perceptions toward some teachers' abilities. It is clearly noticed that 40% of students said that their teachers lack the ability to effectively perform their teaching roles. However, 32.8% validated that teachers lack the 'ability to employ the teaching methods and strategies efficiently'. 18.2% said that teachers are unable to maintain classroom authority, whereas 9% answered with "Using his/her voice properly".

The last question's results reveal positive answers about novice teachers' level of English proficiency. 89% of the participants said that their novice teachers' English is good, 6.4% answered with "Fluent", and only 4.6 % saw it as "Bad".

Summary

The findings of the study draws a set of results regarding the classroom challenges faced by novice teachers based on teachers' experiences and students' perceptions. First, the qualitative outcomes show that most novice teachers at El-Bachir Ibrahimi University, Bordj Bou Arreridj, are equipped with the necessary teaching abilities concerning lesson plan preparation, performing teaching roles, using the teacher's personality, and establishing a supportive relationship with students. However, this doesn't mean that novice teachers have no problems when they are teaching. According to the findings, most novices are struggling with a set of challenges which are related to time management, students' misbehaviors, large classes, administrative challenges, syllabus design, and psychological challenges. On the other hand, the quantitative results reveal that most EFL students believe that their novice instructors confront a variety of problems during their primary years. Such challenges might be viewed as roadblocks to an efficient teaching-learning process. Furthermore, novice teachers' flaws, such as a lack of experience, force them to face a variety of teaching challenges.

DISCUSSION

Introduction

Moving from analyzing the data, this chapter presents an interpretation of the findings. Each of the research questions is addressed in a way that provides a general overview of the important results of this study with a comparison to the findings of the previously published works.

5.1. Discussion on Novice University Teachers' Challenges in Teaching at Tertiary Levels

In the light of addressing the first research question of the present study "What are the common challenges faced by novice teachers?" novice EFL teachers at El-Bachir El Ibrahimi University, Bordj Bou Arreridj in Algeria, were interviewed to share their teaching experiences.

The results indicate that the majority of novice teachers are happy with their teaching careers and consider the teaching of English at universities of great importance. Novice teachers emphasized that teaching English in Algeria is progressing in terms that Algerian students are becoming more interested in this language. The same was highlighted by Zughloul (2003) who confirmed that people of North Africa including Algerians are shifting their interests from the French language to English. On this basis, novice teachers showed satisfaction, optimism, and love for being English teachers. They manifested their intention for developing their teaching careers in the future. And that is completely incompatible with what Bartell (2004) found in which he stated that most newly hired teachers leave their job because they are not satisfied with it.

Furthermore, teachers insisted on the importance of training and support for any novice teacher. Novice teachers need the help of experienced ones to get a general idea of how to make the teaching-learning process successful. Training, as well, is a good opportunity for them to be exposed to the teaching profession before starting it. Likewise, Richards and Farrel(2005) stated that training is important because it prepares teachers to assume teaching responsibility. Accordingly, the lack of training programs in Algeria affected the teachers' performance in a bad way putting them in front of endless teaching challenges. Boudersa (2016) and Herihiri (2021), on the other hand, reported that novice teachers are left to sink into a conflict against highly difficult teaching tasks and duties without any practical classroom experience.

Based on the data obtained, most novice teachers, who were engaged in this study, meet the required teaching abilities. Many of them declared that they are able to perform their teaching roles arguing that adopting the different situations of a language classroom is an instinct of human nature. On the contrary, Casperson and Raaen (2014) revealed that novice teachers lack the needed skills to achieve their teaching roles. Moreover, they also declared that their

personality features enable them to enhance their teaching style. Their enthusiasm, passion, and motivation help them to improve and enhance their performance inside the classroom.

Actually, their claim that their personality affects their teaching in a positive way was proved in their ability to create a good rapport with the students which is a crucial factor in establishing a suitable learning climate for learners. Novices in this study pointed up that it is easy for them to create supportive relationships with their students. According to their answers, it is noticed that they usually depend on their kindness, cuteness, and fun… to build a sense of likeability which help them create closer ties with their students. However, this is diametrically opposed to what Amin and Rahimi (2018) found in their study regarding novice teachers' failure in establishing a supportive rapport with their students.

Regarding lesson plan preparation, novice teachers demonstrated their ability in preparing well-formed plans. Initially, novices depend on ready-made lesson plans and imitate the works of experienced teachers. But over time, they will gain experience in creating professional lesson plans. However, it was argued by Tusi (2003) that novices make a lot of effort and took much time in planning, and most importantly, their plans are detailed and less flexible. Also, John (2006) and Tran (2021) claimed that lesson planning is a difficult skill to be mastered by novice teachers.

At another stage of this study, teachers' interviews revealed many challenges that novice teachers often face due to the lack of classroom experience. Time management is one problem among these challenges where novices complained about their deficiency in terms of managing the lesson time. Usually, there are a lot of ideas and information the teacher needsto convey, but the lack of time and teachers' ignorance of time management strategies and methods prevents them from getting everything done in the allocated time. A similar study done by Sali and Kecik (2018) confirmed that time management is a classroom problem for many novice teachers.

Furthermore, based on the current study, large classes represent a serious problem for most teachers. Overcrowded classes are always difficult to handle, particularly for novice teachers. The same results were declared in Sali and Kecik's (2018) research.

Psychological challenges are another example of novice teachers' challenges. This study revealed that fear is the major challenge that is encountered by teachers. Novice teachers often feel afraid of taking the stage or standing in front of a huge number of students, they feel afraid of not being good or of being judged. Anxiety, depression, and overthinking are other challenges experienced by some novices who participated in current work. On the other hand, previous studies have come up with many other problems in terms of novice teachers' psychology such as impatience, negative teachers' attitudes, and a lack of mindfulness.

Moreover, this study discovered many other challenges that were not covered in the literature. It was found that many novices struggle with syllabus design problems. The Algerian educational system does not provide syllabuses, educational programs, or any other resources for teachers to follow. Therefore, it is the teacher's responsibility to develop a course outline, which in turn causes the teachers to be in a trouble, especially those who have no or little experience. In addition to syllabus design problems, the university administration sometimes forces some novice teachers to teach modules that are unrelated to their specializations. Other challenges that are related to students were addressed in this research. The majority of novices complained about the nature of the new generation of the students. Not all the students, but many of them are impolite and lack the moral principles and ethical values, hence, teachers sometimes find it difficult to deal with them.

5.2. Discussion on First-Year Masters' Students' Perceptions toward Novice Teachers' Classroom Challenges

In order to answer the second research question "What are students' perceptions toward novice teachers' classroom challenges?", First-year English Master's students, at BBA University, were asked to share their opinions about the subject.

In fact, the results gained from analyzing the students' questionnaire support the claim of Herihiri (2021) about the importance of classroom experience. Students agreed that the lack of experience makes teaching challenging for many novice teachers.

Moreover, most respondents assented to the fact that their novice teachers are well- prepared in terms of lesson planning. Therefore, most novices can easily deliver the intended points of the lesson, as students in the current study claimed. However, this is completely the opposite of what John (2006) and Tran (2021) purported. They found out that novice teachers usually encounter many challenges when planning their lessons.

Despite novice teachers' ability in preparing lesson plans, 67 % of the students considered overwhelming workload a barrier that prevents their teachers from completing their teaching tasks. Herihiri (2021), in a similar study, deduced that novice teachers usually complain about a heavy workload.

As far as classroom challenges are concerned, most students viewed that their novice teachers are able to create a good learning climate. But at the same time, they declared that managing the classroom is somehow difficult for their teachers. For instance, almost 90 % of EFL students perceived that large-size classes are not easy to be handled by novice teachers, which is similar to what Brown (2001) and Sali and Kecik (2018) have concluded.

Managing unruly classes is another challenge for novice teachers. According to students' perceptions, the majority of teachers are unable to run classes with discipline problems. By

the same token, participants in Herihiri's (2021) study admitted that they have challenges in managing unruly classes.

The majority of students claimed that the lack of facilities and teaching materials affect their novice teachers' performance. This is supported by Tran (2021) and Sali and Kecik (2018) who figured out that it is quite difficult for novice teachers to teach in an environment that lacks the necessary teaching facilities and materials.

In terms of the teacher-student relationship, more than half of the students described their relationship with their novice teachers as 'close and supportive'. Contrastingly, one-third of the participants claimed that they have a confrontational relationship with their novice teachers. However, Amin and Rahimi (2018) declared that novices usually fail in establishing a good rapport with their students.

Based on students' answers, it is revealed that one of the major challenges for novice teachers is their inability to perform their teaching roles. The same results were reported by Caspersen and Raaen's (2014) study.

Additionally, studies conducted by Sadeghi and Richards (2015) and Behroozi and Amoozegar's (2014) stated that teachers' low proficiency is a great problem in English classes. However, in the current research, most students evaluated their teachers' language as 'good', proving that they have no problems concerning the language of their novice teachers.

Summary

The findings of the current study display that most novice teachers held positive attitudes toward their teaching careers, showing their enthusiasm and motivation for further development. They claimed that they have the required teaching abilities to do their job effectively. However, the lack of training and classroom experience hinders their teaching performance giving rise to classroom management problems, syllabus design challenges, and administrative and psychological challenges. On the other hand, students' questionnaire reports the same results that were revealed in prior studies. Students' opinions indicate that most novice teachers are in a struggle with different challenges regarding heavy workload, teaching large classes, classes with discipline problems, lack of teaching facilities, and teachers' ability to perform their classroom roles. Despite these challenges, students showed positive perceptions toward their teachers' abilities in preparing well-planned lessons, creating a good learning environment and establishing supportive rapport with their students.

GENERAL

CONCLUSION

4.1.   General Conclusion

The educational process includes both teaching and learning tasks. These two stages are intellectually and effectively related. The act of teaching is the commitment of the delegated instructors, and the act of learning is the duty of the enrolled students. A successful teaching-learning process requires an effective teacher who is qualified to cope with the potential teaching challenges that s/he may face in the classroom. In this context, prior studies have concluded that many novice teachers have different classroom challenges and due to the lack of experience and training, they have no idea of how to overcome these problems.

The purpose of this study is to identify the common challenges that novice English language teachers may face during class time. As a case study, the department of English at Mohamed El-Bachir El-Ibrahimi University, in BBA was chosen. Novice teachers responded to an interview in order to investigate their first years of teaching, and a follow-up questionnaire was designed for students to address their perceptions about the common challenges faced by novice teachers. The results revealed that most novice teachers suffer from different challenges in terms of different concerns. The following is a summary of the main results of this study:

- Novice teachers are pleased with the amount of interest that the English language is gaining from both students and teachers in the Algerian universities.
- Most novice teachers are enthusiastic, passionate, and optimistic about their teaching career, and they are motivated for further development.
- Training programs are very important for novice teachers to introduce them to the world of teaching.
- Most novice teachers have the necessary teaching abilities, but the lack of experience makes them susceptible to encountering many challenges.
- Classroom management problems are the most frequent challenges faced by novice teachers. Among these challenges are time management problems, issues related to students' nature and behavior, and teaching large classes.
- Novice teachers suffer from different kinds of psychological challenges like fear, depression, and overthinking.
- Syllabus design and administrative problems are also considered obstacles for less experienced teachers.

From different perceptions, students' positive perceptions are viewed as strong support for novice teachers' abilities in creating an appropriate teaching-learning environment, and in establishing good relationships with the students. Despite that, students reported negative attitudes toward teachers' challenges ranging from large-size classes to teaching facilities, disciplinary problems, and heavy workload.
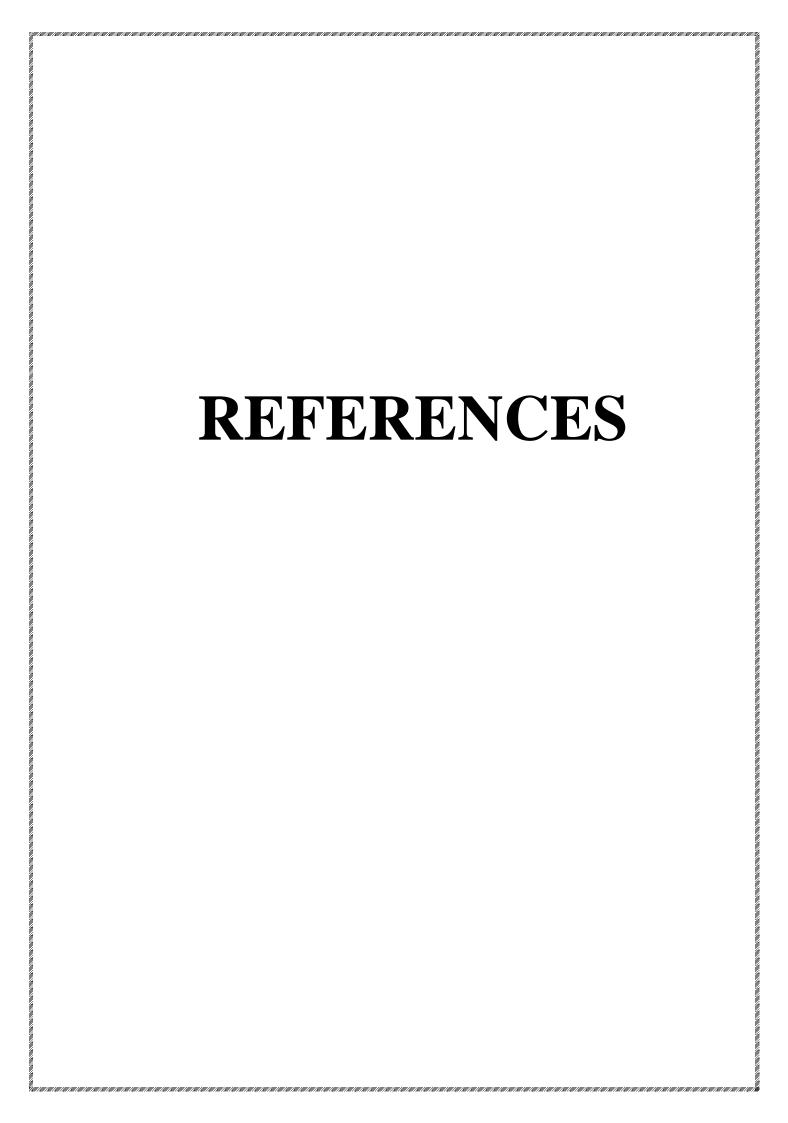
4.2. Recommendations for Further Study

Moreover, this study lays the basis for research that will provide a better understanding of EFL novice teachers' challenges and the standards to effectively overcome them. The following recommendations may expand the scope of the current results:

- A follow-up study at specific levels, including middle and high levels, is recommended to compare and investigate the similarities and differences of these challenges based on level.

- An additional detailed study, primarily involving education directors and experienced teachers, is recommended to gather more detailed information about the needs of novice teachers in order to provide them with the most effective ways of further development during their formative years.

Summary

This chapter presented a general overview of the major challenges faced by novice English teachers that were extracted from the findings of the current research. In addition, it summarized students' attitudes toward novice teachers' classroom problems. Finally, a list of recommendations was provided to help researchers for further studies.

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APPENDICES

APPENDIX N°01: TEACHERS' INTERVIEW

Dear Teacher,

This interview is developed to identify the challenges that novice English language teachers face in the early years of their teaching at university. Please respond to the questions as honestly and completely as possible. Rest assured that all information you provide here will be kept private.

Teachers' Perceptions

1. Have you received any sort of training as a novice teacher, if not, how does it affect your teaching profession?
2. How would you describe teaching English at university, particularly in Algeria?
3. As a novice EFL teacher, what is your attitude toward your teaching career?
4. Do you think that EFL novice teachers need more training and support to overcome their challenges during the initial years of teaching?

Challenges Faced by Novice Teachers

1. Is it difficult for you to perform your teaching tasks (roles) when teaching? If yes explain.
2. How do your personal characteristics influence your teaching?
3. Do you find challenges in preparing your lesson plans? If yes explain.
4. Do you find any problems in establishing a positive relationship with your students?
5. What are the challenges novice EFL teachers often face?
6. What kind of classroom management problems do you usually face in creating a suitable learning environment?
7. What kind of psychological challenges did you face during your teaching experience?

APPENDIX N°02: STUDENTS' QUESTIONNAIRE

Dear students,

This questionnaire is designed for you to get your answers as a part of our research work to obtain the Master's degree in didactics. It is conducted to gauge "The Challenges Faced by Novice EFL Teachers" at B.B.A University. You are kindly requested to answer the questions by ticking in the appropriate box/letter or giving a full answer when it is necessary.

PS: Novice teacher = Novice teacher

Section 01: Students' perceptions

1. Have you ever studied with a novice teacher?

      ☐   Yes   ☐   No

2. Do you think that classroom experience is a required element for effective teaching performance?

      ☐   Yes   ☐   No

3. Due to their lack of experience, novice teachers are usually confronted with a variety of classroom challenges.

      ☐   Agree   ☐   Disagree

Section 02: Lesson-related challenges

4. Does your novice teacher come to the classroom with a well-prepared lesson plan?

      ☐   Yes   ☐   No

5. Do you think that your novice teacher is able to clearly deliver the intended points of the lesson?

      ☐   Yes   ☐   No

6. Does your teacher have challenges in getting everything all done because of the overwhelming workload?

      ☐   Yes   ☐   No

Section 03: Classroom management challenges

1. Do you see that your novice teacher is able to create a good learning environment?

      ☐   Yes   ☐   No

2. Do you think that it is easy for novice teachers to teach large class sizes?

      ☐ Yes   ☐   No

3. Do you think that your novice teacher is able to quickly adapt to unexpected classroom

problems?

☐   Yes   ☐   No

4. Does your teacher have challenges in managing unruly classes with discipline problems?

☐   Yes   ☐   No

5. Does the lack of school facilities and teaching resources affect the teachers' performance?

☐   Yes   ☐   No

6. Do you think that a positive relationship between students and their teacher is an essential factor for creating a suitable learning environment?

☐   Yes   ☐   No

7. How would you describe your relationship with your novice teacher?

    a) Confrontational (characterized by distance, conflict…)

    b) Close and supportive

    c) Weak and unmotivated

8. In your opinion, what is the main teaching ability your novice teacher lacks?

    a) Ability to employ the teaching methods and strategies efficiently

    b) Ability to maintain classroom authority

    c) Ability to effectively perform his/her teaching roles

    d) Using his/her voice properly

9. How do you rate the level of English proficiency of your novice teacher?

    a) Fluent

    b) Good

    c) Bad

APPENDIX N°03: DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   Source: Krejcie & Morgan, 1970

Résumé

Enseigner l'anglais comme langue étrangère est assez difficile pour les enseignants débutants. Le but de cette recherche est d'étudier les défis les plus communs rencontrés par les professeurs d'anglais débutants à l'Université BBA, Mohamed El-Bachir El-Ibrahimi. Pour obtenir de meilleurs résultats, une méthode mixte a été utilisée à l'aide d'une méthode quantitative (questionnaire des étudiants pour examiner leurs points de vue sur les problèmes des enseignants débutants) et d'une méthode qualitative (entretien avec des professeurs d'anglais débutants pour partager leurs expériences personnelles). Les résultats ont révélé que les enseignants débutants possèdent les capacités d'enseignement essentielles, mais le manquede formation et d'expérience les rendait susceptibles de rencontrer de nombreuses difficultés en classe. La plupart de ces problèmes concernent la gestion des classes, la conception des programmes, l'administration et la psychologie des enseignants.

الملخص

يعد تدريس اللغة الإنجليزية كلغة أجنبية مهمة صعبة للمعلمين، وخاصة أولئك الذين يفتقرون الى الخبرة المهنية. يهدف هذا البحث إلى دراسة التحديات الأكثر شيوعًا التي يعاني منها مدرسو اللغة الإنجليزية المبتدئون في جامعة محمد البشير الإبراهيمي ببرج بوعريريج. لتحقيق الأهداف المرجوة من هذه الدراسة، تم الاعتماد على المنهج المختلط باستخدام استبيان يهدف الى جمع البيانات الكمية للطلاب قصد التحقيق في آرائهم حول الصعاب التي يعاني منها معلمي اللغة الإنجليزية المبتدئين، كما تم اجراء مقابلات مع معلمي اللغة الانجليزية المبتدئين لمشاركة خبراتهم. أظهرت النتائج أنه على الرغم من أن المعلمين المبتدئين لديهم القدرات التعليمية الأساسية، إلا أنهم عرضة لمواجهة العديد من التحديات بسبب نقص التدريب والخبرة في مجال التدريس. بعض هذه المشاكل نفسية أو إدارية أو متعلقة بإدارة الفصول الدراسية واعداد المناهج الدراسية. يقدم هذا البحث نظرة شاملة على المشاكل التي تواجه معلمي اللغة الانجليزية المبتدئين على مستوى التعليم العالي، ويساعد المعلمين الجدد على فهم مواقف الطلاب تجاه هذه التحديات.