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**Researching Challenges Faced by Novice and Experience Teachers:
Case of the Teachers at the English Department –Tlemcen University**

Dissertation submitted to the department of English as a partial fulfilment of the requirements
for Master's degree in Didactics of Foreign Languages.

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Dedication

For all who love Hanane

Acknowledgments

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Abstract

The present dissertation is a study of the challenges faced by novice teachers in implementing EFL classroom management. The main purpose of this research is to compare expert and novice teachers and to state the main causes of the challenges faced by the new teachers. The data will be collected using three different tools: an online questionnaire for the students for all majors, teacher interviews, and classroom observation. This study is conducted with experienced teachers and novice teachers. Overall, the findings of the exploratory case study indicate that there are serious challenges faced by novice teachers which make students prefer teaching by experienced teachers. Despite the fact that novices use new methods in teaching and up-to-date trends in technology, they still need guidance and advice From experienced educators.

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List of Acronyms and Abbreviation

EFL..... English as a Foreign Language.

CPD.....Competence Based Approach.

RP strategiesRole play strategies

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GENERAL

INTRODUCTION

General Introduction

Teaching and learning are essential components of the education process. In fact, teaching is the task of a teacher to impart knowledge and develop attitudes and skills in students, whereas learning is the outcome of effective teaching in terms of creating projects and student's increasing behavioural changes as a result of their mental activity. The term "teaching process" refers to a wide range of topics, including students, teachers, and training attributes. Accordingly, the most significant conflict in the schedule of teaching practice in both universities and schools arises between experienced and inexperienced teachers. As a result, experience is crucial to the field because it offers the most effective means of learning about methods, approaches, and strategies for managing the classroom and students. In this context, after completing five years of teaching, all educators are considered experienced, having a thorough understanding of the subject matter, students, lessons, classroom attitudes, and instructional strategies. Unlike beginner teachers, who are called novices because of the word new, a narrow period in their career can impact their first year of teaching through a list of challenges. Here is the main idea of our research work: challenges faced by novice teachers in implementing EFL classrooms at Tlemcen University.

Specifically, the present study seeks to answer the following research questions
Q1/ how do novice teachers perceive their ability to establish and maintain classroom discipline?

Q2/ what support systems or resources are available to help novice teachers develop effective classroom management skills?

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Q3/ what are the main factors that contribute to novice teachers experiencing difficulties in managing student behavior?

The hypotheses that will be tested in this research are:

1/ novice teachers who receive mentorship and guidance from experienced educator are expected to demonstrate improved effective classroom management skills.

2/ novice teachers who are actively participate in professional development programs that especially target classroom management strategies are likely to observe a notable improvement in their ability to manage student behavior.

3/novice teachers in supportive schools environments including resources and collaboration opportunities appear to be achieved better classroom management outcomes.

To achieve these aims, the research work will be divided into two chapters:

The theoretical part discusses challenges faced by novice teachers in implementing EFL classroom management and the difference between experience educators and beginner educators at Tlemcen University.

The practical part of this study will aim to analyse what are the main challenges faced by the new teachers in implementing EFL classroom management. Data will be collected by administering questionnaire for the students, interview with the instructors, as well as the classroom observations. The student's questionnaire will focus on the differentiate between the novice and the experienced educators, as well as their impacts on the student's teaching process. The purpose of teacher interviews will

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be to find the key word of teaching of each section (novice and experienced teachers) and how they manage their classrooms, as well as the challenges that they faced during their careers. Finally, the data observation, which attempts to gather reliable information about everything related to teaching, including lesson plans, classroom management, and student behaviour, as well as what goes in the classrooms of both new and experienced educators.

The purpose of this research is to shed light on the challenges faced by novice teachers in implementing EFL classroom management, and to share pieces of advice by experienced educators for beginner educators in order to treat and to reduce the issues they face in their journey of teaching. Hopefully, this study will fill an essential gap for every new teacher in the domain concerning to share experience and ideas not for blaming.

CHAPTER ONE

LITERATURE REVIEW

Chapter One: Literature Review

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Chapter One: Literature Review

1.1. Introduction

English is one of the most important languages in the world; lots of people learn it through different programs for different purposes. Thus, the most effective process for learning a new language would be indeed the teaching process. Teaching is the broader concept of education balanced between the teacher and the learner in which the teacher is the source for the students to transmit knowledge. The core of the most debates and discussion in foreign language teaching has always evolved around the general principles and the appropriate methodologies relating to the teaching/ learning process. Therefore, this chapter will be about experienced teachers and the novice teachers' methodologies relating to effective and reflective teaching process.

1.2. The Teaching Process and the Notion of Novice and Experienced Teachers

The teaching process involves the transfer of knowledge and skills from teachers to learners. Novice teachers are in the early stages of their careers and may face challenges in translating their theoretical knowledge into effective practice. In contrast, experienced teachers have developed a repertoire of effective instructional strategies through years of practice and reflection. Freedman, Vered, and Constantin Cucos(2021).Proactive, interactive, and post-active stages are among the phases that make up the teaching process. Unlike expert educators, novice teachers encounter difficulties with decision-making, classroom management, and lesson planning, thus giving the new teachers the chance to observe pick up tips from the experienced teachers in order to reduce the challenge in their journey of teaching.

1.2.1. Novice Teachers

A novice teacher is a teacher who has less than five years of profession (Sözen, 2018; Wang, Odell & Schwillle, 2008; Watt & Richardson, 2008). The journey of a novice teacher fraught with myriad challenges and obstacles that may force them to follow the conditions and being patient. Several studies have found that 40/50% of novice teachers will leave their profession before they reach their fifth years of

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teaching (Heather, 2013, p.01). Otherwise, a study by Ingersoll and Smith (2004) showed that 15% of novice teachers leave their job and others 14% change their place of work after their first year of works .Consequently, many novice teachers are left to cope on their own in sink or swim situation (Varah, Theune, and Parker 1986).

There are four main characteristics of proactive thinking on which the novice teachers differs they are put by Schram, Feiman-Nemser, and Ball, (1989) as follows:

- Dreyfus and Dreyfus (1986) point out that norms and models serve as a guide for rookie teachers during the planning process, but these guidelines sometimes lack context. This explains why inexperienced educators struggle to carry out their lesson ideas in the classroom.
- Effective in both long-term and short-term lesson planning, new teachers were observed to focus on short-term planning and specific designing. They typically did not go beyond the in-depth planning of daily and annual planning because of time constraints; they lacked the curiosity and spare mental capacity to begin transforming knowledge for the audience. For inexperienced teachers, mindful choices are what are ordinary for seasoned educators (Calderhead 1984).
- proactive thinking and starting Unlike experienced teachers, who consider context to be an essential component of their teaching act, less flexible teachers are less attentive to contextual cues and less prepared to make last-minute modifications to their plans. Inexperienced teachers are more concerned with the benefits of the lesson than with their own personal gain while going over the material with students.
- Planning thought, pre service teachers have difficulties making sense of the sequence of topics in textbooks and consequently they planned each lesson as discrete units on the basis of the prescribe objectives without understanding how the unit fit together.

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1.2.2. Challenges Faced by Novice Teachers

Novice teachers face various challenges in their first year of teaching, including classroom management due to the lack of experience and poor teaching experience, lesson planning which is one of the most common problems faced by every new teacher due to the lack of techniques and strategies; McCutcheon stated both the internal and external reasons for planning a lessons: internal reasons are to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly and to anticipate problems before they happen. The external reasons are, to satisfy the expectations of the principals or supervisor and to guide a substitute teacher in case the class needs one (as cited in Richards &RenandyaEds) 2002,p.31.And establishing credibility which can be addressed through mentorship programs and professional development opportunities.

Stepping into a classroom for the first time can fill a novice teacher's heart with a blend of excitement and trepidation. Behind this complex emotion lies an unspoken truth: the initial year of teaching is fraught with challenges that can test the mettle of even the most enthusiastic educators. These challenges, ranging from navigating the intricate dance of classroom management to crafting lesson plans that engage and inspire, all while building a foundation of credibility in the eyes of students and colleagues alike, serve as significant hurdles in an already demanding profession. Through the implementation of well-structured mentorship programs and consistent professional development opportunities, novice teachers can be equipped with the tools necessary to overcome these initial obstacles. By fostering an environment where experienced educators guide those new to the profession. L Paula and AGrünfelde (2018).

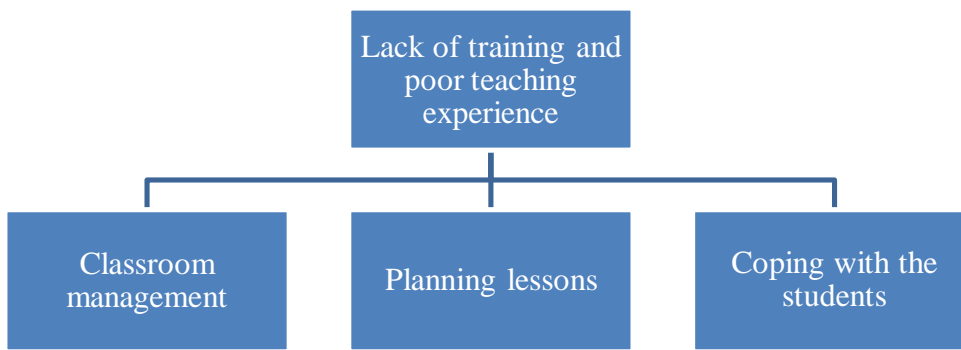


Figure 1.1: The Challenges Faced by the Novice Teachers

1.2.3. Support Systems for Novice Teachers

The transition from theory to practice for novice teachers is a critical phase in their careers, often characterized by challenges and a lack of support. This gap between academic preparation and real-world application highlights the need for robust support systems. Targeted induction programs, such as mentoring, feedback loops, and professional development opportunities, can build a teacher's confidence and competence in handling real-world classroom scenarios. These initiatives not only alleviate initial overwhelm but also enhance their capacity to deliver effective teaching practices.

The correlation between support mechanisms and teacher retention highlights the importance of establishing comprehensive frameworks designed to bolster beginner teacher experiences. Technological and systemic aspects, such as executive information systems, executive support systems, and geographic information systems, are pivotal in synthesizing and delivering critical information tailored to specific needs within various sectors, including education .Sesser (2018).

According to Moreira et al (2019), implementing such technologically enriched environments fosters a culture of continuous professional growth and collaboration among beginner teachers, accelerating their professional development and improving retention rates. Prioritizing the development and implementation of robust support

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structures for novice teachers is essential for retaining passionate educators who are equipped to navigate the complexities of contemporary classrooms. This endeavor enlightens both teachers' careers and student learning experiences, demonstrating the power of dedicated support in transforming theoretical knowledge into impactful practice.

1.2.4. Continuous Learning for Novice Teachers

Continuous learning is crucial for novice teachers to develop new knowledge and skills, keep up with advances in research on effective teaching and learning, and adapt to changing policies, global trends, and educational reforms. Emma Garcia and Elaine Weiss July 17, 2019. Reflecting on their teaching experience, seeking feedback from colleagues, and staying updated on educational trends help novice teachers grow and evolve their teaching journey.

The novice teacher's learning cycle adapted from Kolb (1984, p.42) provides a valuable roadmap for understanding how new teachers navigate the complexities of learning to teach literacy. It underscores the significance of empirical learning, reflective practice, strategic thinking, and practical implementation in shaping their teaching. By including the stages of feeling, reflecting, thinking, and doing, this cycle highlights the iterative nature of learning to teach. Novice teachers begin by experiencing the challenges and successes of teaching literacy, which push them to reflect on their experiences and articulate their insights. This reflective process leads to conceptualizing new approaches and strategies for teaching literacy effectively. Subsequently, they move towards implementing these ideas in the classroom, applying both pedagogical and content knowledge gained through their experiences. This cycle emphasizes the importance of hands-on experience, critical reflection, theoretical understanding, and practical application in the growth and development of novice teachers.

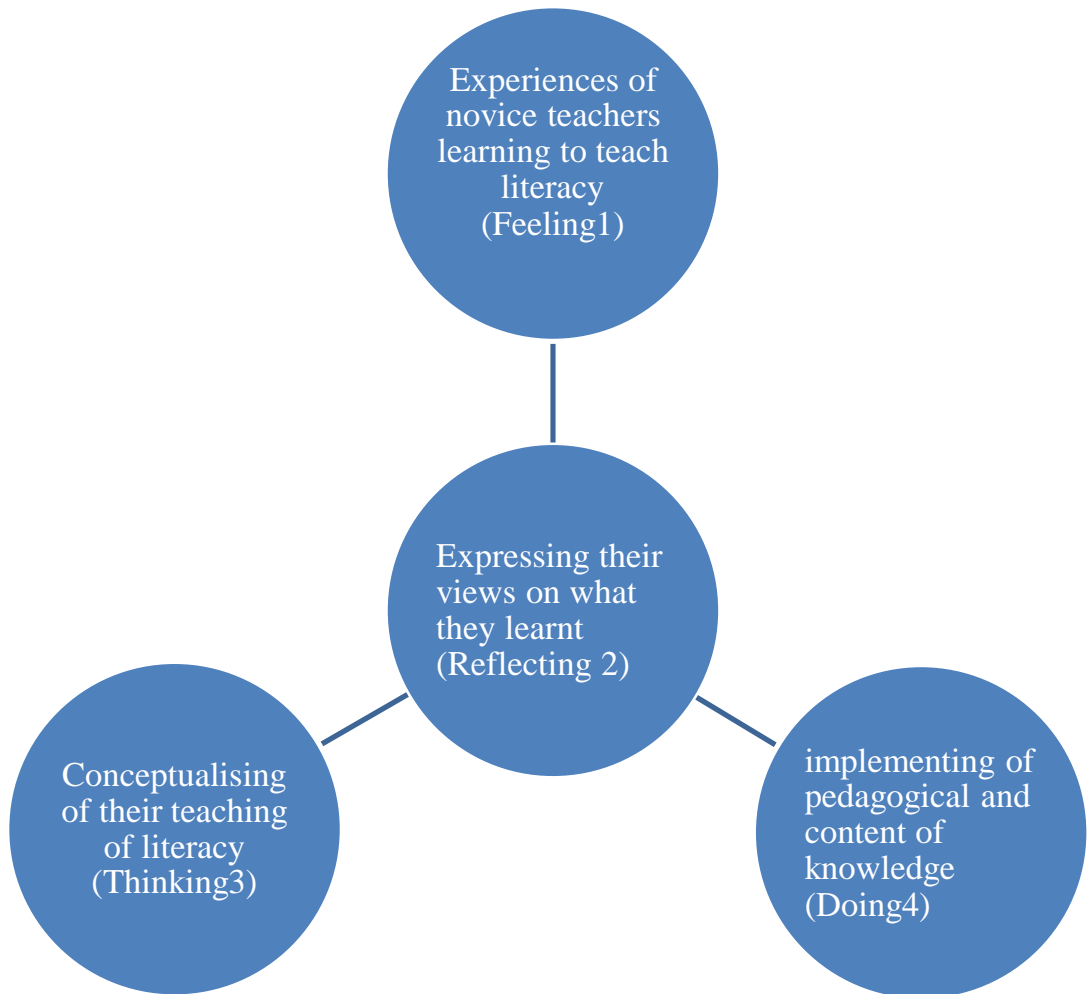


Figure 1.2: the Novice Teachers' Learning Cycle

1.3. Experienced Teachers

Teachers and administrators might define experience teachers as qualified and skilled employee which achieved more than five years of experience in teaching profession. Experienced teachers are educators who have accumulated a significant amount of time teaching, typically possessing a deep understanding of pedagogy, curriculum, and classroom management. They bring wisdom and expertise to their profession, honed through years of practice and continual learning. William Arthur Ward said, "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." This statement effectively conveys the various tiers of education and the influence that seasoned educators can have on their students.

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1.3.1. Definition and Characteristics

Experience teachers exhibit a range of characteristics that contribute to their effectiveness in the classroom, preparedness, positive attitude and creativity. These qualities are essential for creating an impactful learning atmosphere, among these characteristics; classroom management, lesson plan, mental lesson plans, planning thought and knowledge schemata.

NO.	The character
Classroom management	The three broad dimensions of classroom management instructional management, people management, and behavior management are included in Martin and Colleagues 2009 definition. Expert educators possess the ability to manage their classroom and foster a positive learning environment with ease, as they instruct students on a daily and annual basis.
Lesson plan	Long-term planning was found to be practiced by the majority of expert teachers. Additionally, seasoned educators were said to be far more proficient at lesson planning; they rarely had to start from scratch because they had a variety of plans stored in their memory from prior teaching experiences. They established a timeline for every topic when they planned at the unit or chapter level. Their decisions were frequently based on how the previous year's events transpired. Borko and Livingston (1989), Yenger (1980).
Mental lesson plans	Before writing their plans or even before the lesson, teachers mentally prepare their lessons. This can involve taking quick notes or even having mental conversations. in order to practice a lesson and remember the outcomes of a similar lesson. Expert teachers scheduled unusual activities, such as taking a shower, watching football, or driving home, according to McCutcheon's 1980 research.

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Planning thoughts	Expert teachers have very detailed lesson plans in their minds, even though their written plans are often quite brief. In Westerman's 1991 study, knowledgeable educators considered how each of their individual lessons fit into the overall curriculum. Skilled educators consider the advantages of the student's past knowledge. Leinhardt (1989) discovered in her study that expert teachers always started their planning by starting with what their students had learned the day before, whereas none of the novice teachers did not. As a result, the planning thoughts contained more details and included students' actions in addition to teachers' actions.
Knowledge schemata	Expert teachers have a better, larger store of facts, principles, and experience to draw from as they engage in interactive teaching and reflection planning because they can interpret, recognize meaningful patterns, solve problems, and make sense of classroom events. According to Leinhardt, Borko and Livingston (1989), Westerman (1991), and others, seasoned educators' rich and complex schemata are also thought to be fatal to their ability to plan and instruct.

Table 1.1: The Key Characteristics of Experienced Teachers

1.3.2. Professional Growth and Continued Development

The content and methodology of workshops should be perceived as personally relevant to participants, following the principles that adults value their own experience as extra learning, as far as possible derived from the participant themselves and theory should be derived from practice ;in other word teachers should be to derive theoretical principles from a study of classroom practices , rather than being required to apply these ; these practices should not be exemplary; the role of continued professional development in the development of teachers professional identity.

First of all Continuing, or continuous, professional development (CPD), can be broadly defined as any type of learning you undertake which increases

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your knowledge, understanding and experiences of a subject area or role. Evidence from the literature review that which shows teaching as kind of professional action that has to be built upon values, beliefs and knowledge; during some for a post graduated programs of CPD after only minimal input of science content, Joan Solomon & Sue Tresman 1999 it's argue that successful CPD should center on means of enabling professional judgment and thus identity and values to flourish alongside new science knowledge through opportunities for combing its application with an evaluation of practice . To be professional is to hold values but the teaching to be done that exceed, but also inform the detailed items of daily practice and even be more important than the subject knowledge. Many teachers have goals and ambitions beyond the immediate confines of the classroom, although still related to their professional identity; they considered in service education, curriculum criticism, implementation and development as well as prestige study courses.

1.3.3. Mentorship and Leadership Roles

When teachers work together they learn greatly from each other and can share their expertise for the benefit of their learners; they can be effective teachers who work unnoticed likewise who do badly they go uncorrected if they never develop the concept of collaborative teaching; to this view Fullan and Hargreeaves (1992) supported that interactive professionalism exposes problems of incompetence more naturally and gracefully. It makes individuals reassess their situation as a continuing commitment. One can infer from this that many teachers are competent but could improve considerably if they were in a more collaborative work. Jonathan Marks 1990 suggested a set of concrete steps that can encourage teacher development in pre service teachers training Programs which are seminars, teaching practice, observation, feedback and assessment, and support. Reflecting on the insights from Paula and Gr̄nfelde's study, it becomes evident that the key to unlocking the potential of novice teachers lies within well-structured mentorship and professional development

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programs. Such initiatives not only address immediate hurdles but also foster a culture of continuous improvement and learning among new educators.

1.4. Contrasting Novice and Experienced Teacher

Novice and experienced teachers differ in variety of ways, including their level of knowledge, skills, confident, and ability to effectively manage a classroom here are some key contrasts between novice and experienced teachers.

Novice teachers	Experienced teachers
Not completed 3 years of teaching(Jensen, B, et all. 2012)	Have been teaching for many years
Less experience and skills (Oliver ,2005)	more experience and competence
Spent class time at least 18 %	Spent class time at least 13%
Cannot encourage the results of different activities (Rodriguez, 2010)	Be able to simulate the consequence of various actions
Cannot hold the attention of the students (Berry and Johnson, 2005)	Hold attention of the students
Impose from above	Started on one's own
Not grounded in the author's experience	Based on personal experience
External evaluation	Self evaluation

Table1.2: The Key Contrast between Novice and Experienced Teachers

The tables above shows that experience teachers are more competence in terms of skills, time management and understanding the student needs. In the other hand novice teachers are not independent at 100% because they are less experience , Thus they are on the way of training and getting more procedures , strategies and techniques from the experts teachers in order to be professional in the task of teaching which is considered as the most delicate task ever . The psychology of novice teachers at that time may be effect negatively in terms of feelings since it takes time

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and patient but this is interesting step to have some approaches and methods to solving problems during the classroom and having a suitable atmosphere of teaching and learning both for the teachers and the students. Jensen (2012).

1.5. Impact of Experience on Classroom Management

Experience has a big influence on how teachers manage their classrooms .Teachers with more experience are more likely to want total control over their classrooms.The impact of experience on classroom management is significant. Experienced teachers are more likely to prefer to be in control in their classrooms than beginning teachers while interacting with students when making decisions.Unal, Zafer; Unal, Aslihan (2008)

A good classroom management having different dimensions such as dealing with student behavior and establishing rules, is a goal of teachers because it is regards as requirement for effective teaching and learning (Yilmas 2004) effective teachers have a sense of classroom tempo and student harmony and prepared to address the problem so they are ready to react in several ways and sometimes they use nonverbal cues, redirection and proximity to prevent misbehavior these techniques are typically allow the momentum of the instruction to continue and refocus the student (Malnor and & Meadow 2013). There is no magic of rules that lead to have a good classroom management rather it is the clear establishment of fair, understand the student needs , a good atmosphere of learning and teaching , being ready for any questions from the learners and creating a fun moment during learning in order to attract the attention of the audience. So a good classroom is more than just being strict or authoritarian and it is more than simply being organized. Experience teachers are completely aware about these procedures and they learning it by heart as result of the yearly routine of teaching and the long term period of experience.

1.5.1. Student Outcomes and Teacher Effectiveness

A strong belief among policy makers and public as well as private funding agencies is that test score are directly related to the quality of teaching

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effectiveness (Kupermintz, 2002) the relationship implies that there is a direct causality among teacher preparation, teacher effectiveness and student achievement .Odden, Borman and Fermanich (2004) indicated that teachers have a significant influence on student learning in one way or another. Learning and motivation theories have suggested that learning is dynamic process in which learners and instructors are highly interactive and connect new concepts to those previously understood (Vygotsy, 1978) the idea from this speech is that effective teaching is conditioned on student characteristics depends on the prior learning level of the student and a teacher who have a solid knowledge can effect positively on the student academic outcomes , then the student becomes lifelong learners .

1.5.2. Strategies for Sustaining Expertise in Experienced Teachers

Implementing mentorship programs, providing ongoing professional development opportunities, and fostering a supportive school culture are crucial strategies for sustaining expertise in experienced teachers. Building on the effective strategies discussed, it is essential to recognize that these initiatives not only enhance individual teacher expertise but also contribute to a broader understanding of how pedagogical proficiency can be cultivated and maintained throughout a teacher's career. As McMullen (2008) notes, there is still much to learn about why certain teachers continue to develop their skills while others stagnate. By implementing mentorship programs, experienced educators are not left to navigate the waters of educational change alone but are provided with a structured system where they can exchange knowledge and challenges with peers, fostering an environment of mutual learning and professional renewal. Similarly, ongoing professional development serves as a critical tool for maintaining relevance in teaching practices, ensuring that experienced teachers remain at the forefront of educational advancements and student needs. Lastly, the role of a supportive school culture cannot be understated; it acts as the bedrock upon which continuous engagement and motivation are built, crucial for

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sustaining long-term commitment and enthusiasm in teaching professionals. Collectively, these strategies form a comprehensive approach that addresses both individual and systemic factors influencing teacher development as highlighted by McMullen (2008), providing a framework for fostering lasting expertise in education settings.

1.6. Conclusion

To conclude, teaching/ learning process is an ongoing procedure that need appropriate principals, methods and approaches to reach the desired goals of education and improve the quality of both teaching and learning. Teaching is a necessary task to transform knowledge and share the light of education around the world aiming for a comprehensive community and developed countries. As mentioned above every educator passed the five years in the domain of teaching called an experienced teacher with a full background about the domain, the student, the lessons, the attitudes and the methods in the classroom. This experience may help both the learners and the colleagues. The skilled employee known by a lesson plan in a long term, hold attention of the student and classroom management with creating a good atmosphere of teaching and learning. Unlike The novice teacher who defined as beginner teachers in the profession, they need for a training process due to the challenges that they faced such as less experience, poor preparation of the lesson and difficulty adapting to the situation.

CHAPTER TWO

Methodology, Data Analysis and Recommendations

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Chapter Two: Methodology, Data Analysis and Recommendations

2.1. Introduction

The teaching process is a broad concept surrounded by many issues, including teachers, students, and training qualities. In this vein, experienced and novice teachers are the most comprehensive conflict in the schedule of teaching practice in both universities and schools. This chapter will outline the research methodology applied and analyze data to see the challenges faced by novice teachers in implementing EFL classroom management. This chapter focuses on the practical aspect of the dissertation at hand, which involves two sections: the first is about the methodology used and its components, and the second section focuses on the analysis of the instruments.

2.2. Research Methodology

The first section provides a comprehensive explanation of the research methodology employed to undertake this study including the techniques and tools employed. It also offers a description of the target population, the research instruments, data analysis and data interpretation.

2.2.1. Research Design

The objective of this research is to investigate the causes and impacts of the challenges faced by novice teachers in implementing EFL classroom management and explore appropriate solutions to overcome them. The research methodology adopted is an exploratory case study, which is a research method that aims to investigate a phenomenon or a particular case in depth. It involves exploring a real-life situation or context to gain a deeper understanding of the subject of study, which will allow us to gather new insights about the topic. By combining both qualitative and quantitative data collection and analysis methodologies, the aim is to gain a comprehensive understanding of the main purposes of EFL students. Triangulating will enable us to identify common themes and patterns, as well as individual differences and unique experiences relating to both experienced and novice teachers in the context of EFL learning.

Chapter Two: Methodology, Data Analysis and Recommendations

2.2.2. Sample Description

The focus of this research is on novice and experienced teachers in the English department at Tlemcen University. The sampling approach for this population was non-random, which means that the target population for this research work is five teachers, novice and experienced in all specialties: didactics, linguistics, translation, literature, and civilization. They were carefully selected for both the interview and the classroom observation with both categories of teachers. The second participant in the sample size is 45 university students of all majors who answered the online research questionnaire.

2.2.2.1. Teacher's Profile

Five experienced teachers participated in this research work from all majors. This experience varies from 14 to 37 years shows how long experienced teachers have been teaching of English department at Tlemcen University. The teaching backgrounds of the experienced teachers.

Teachers num	Year of experience	Background
1	37 years	One of the father of English department specialises in didactics, writing expression and oral skills
2	15 years	Doctorate in sociolinguistics and language studies
3	28 years	Professor in language skills , writing expression ,oral expression, reading comprehension, grammar ,applied linguistics and ESP.
4	26 years	Professor specializes in TEFL and psychology
5	14 years	Full time teach oral skills and phonetics

Table 2.1. The Teachers' Backgrounds and Experience

Three of experienced educators received training in different places; in a secondary school in Oran and in the middle school in Tlemcen. The period of training ranged from 4 months to one year, but the other two teachers did not receive any training

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before the job, they just made self training and they received some help for some modules.

The other category of this research was five novice teachers from the English department. The table displays their period of teaching and their different teaching backgrounds.

Teacher num	Years of teaching	Background
1	4 years	Her field is didactics and she thought study skills, reading comprehension and writing.
2	2years	A doctorate student, she teaches ASCC and study skills module for first year student.
3	4 years	PhD student in Uk, she did the teaching training in private called "The Sellta" Specialized in applied linguistics , oral expression Methodology and written expression.
4	2 years	A teacher in UK in primary school, PhD student in UK. Teaching at different department in Tlemcen university economics and sociology. She is specialized in literature and ASCC.
5	2 years	PhD student in Tunisia Specialized in sociolinguistics Teach oral skills and study skills

table.2.2: The Novice Teachers and their Backgrounds

Novice teachers received a mandatory training at Tlemcen University for around a year and a half, both online and onsite training within "Constantine Online Team." Besides, PhD teachers who studied in the UK received training abroad.

2.2.2.2. Student's Profile

The participants in this study are university students for all majors at the English Department of Tlemcen University. The sample size is 45 students, with the majority being female (84%), while the males are only 16%. The age range of the participants is between 18 and 49 years old, with the majority of the students being 21 and 23 years old, They have different levels of English language proficiency.

2.2.3 Research Instruments

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Research instruments are tools used by researchers to collect accurate and reliable data in a study. They can include surveys, interviews, observation checklists, and tests, and may be quantitative or qualitative. Choosing the appropriate research Instruments are important for the success of the study, as they can impact the quality and validity of the data collected. Researchers should choose and develop instruments that fit their research question, design, and participants. In this thesis, a questionnaire for students, an interview for teachers, and classroom observation were used.

2.2.3.1. Student's Questionnaire

The questionnaire was sent online to English-language students of all majors. The objective was to gather data from all specialties of the department. Thus, 45 students answered it. The questionnaire consists of 15 different questions that are put into three sections. The first section is about the student profile and includes two questions to gather demographic information such as age and gender. The second section is about direct questions about novice and experienced teachers, where the students are asked to respond by putting a cross in the right colon and a set of open-ended questions to let students express their thoughts freely. The third section is about a series of questions, and students are invited to choose from options such as agree, strongly agree, disagree, strongly disagree, and neutral. (See Appendix A)

2.2.3.2. Teacher's Interviews

To obtain valid data through conversation, conducting interviews is an essential method. A structured interview for both experienced and novice teachers were conducted of 12 questions. The initial section is about "the teacher's self-identification" and inquires about their teaching experience and background. The second section, "The teacher's strategies, techniques, and methods to manage their classrooms," aims to compare and differentiate between novice and experienced teachers in implementing EFL classroom management. The third section is entitled "Solutions and Advice for Novice Teachers "and how they can progress in their career.

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The interview was with five experienced teachers of the department and six new teachers of all majors. (See Appendix B)

2.2.3.3. Classroom Observation

A structured observation is used as a third tool to collect sufficient data on the challenges faced by novice teachers in implementing EFL classroom management. The observation used with both novice and experienced teachers to compare and validate the research work. It was conducted for four weeks in the EFL classrooms at Tlemcen's University with all the student majors. (See Appendix C)

2.3. Data Analysis

This section provides a summary of the data analysis process used in the study to extract relevant information. The data was collected using three different tools: a questionnaire for the students, an interview with both novice and experienced teachers, and the observations analysis. The data will be analyzed both quantitatively and qualitatively.

2.3.1 Student's Questionnaire Analysis

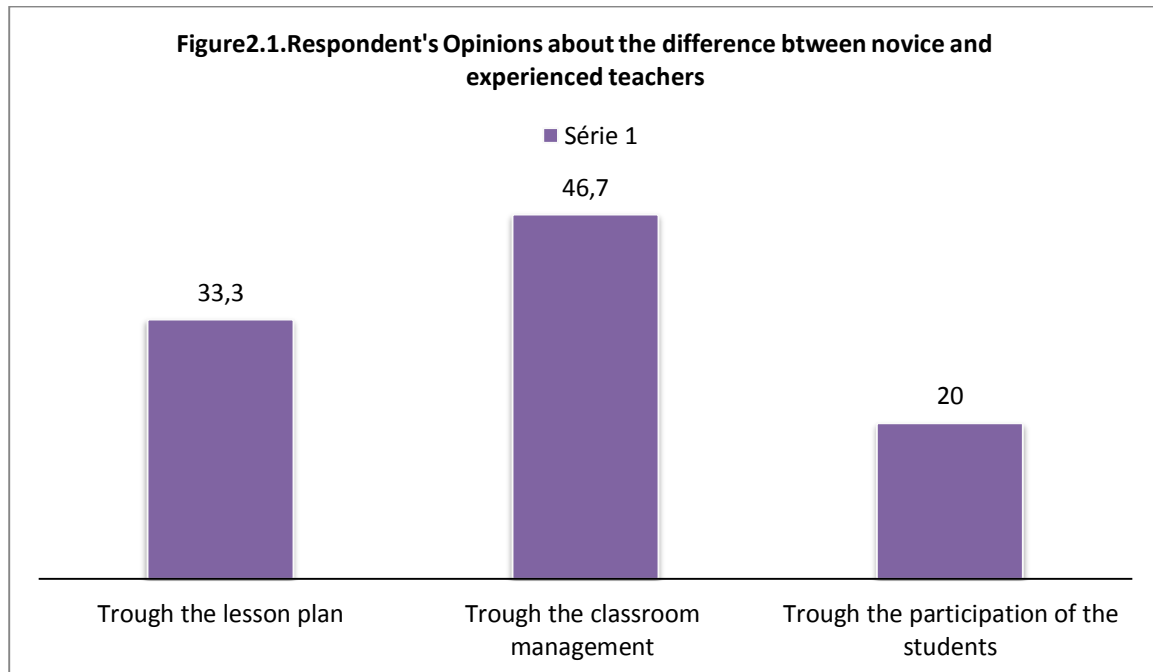
In this section, data will be analyzed both qualitatively and quantitatively.

For the third question, students were asked to choose between teaching by the novice or by the experienced teachers; the results revealed that the majority of the students preferred teaching by experienced teachers (75.6%), while only (35.6%) of the students preferred teaching by the novice teachers. the justification of the respondent (why) for the reasons of their choices as follows: The majority of the students said that they had bad experience with the novice teachers, and the experienced teachers had more experience, proficiency, and methodology, and they knew how to deal with the students better than the other ones.

In the fourth question, the respondents were asked to express their point of view about how they differentiate between novice and experienced teachers. It was identified that 46.7% of the students declared that through classroom management they

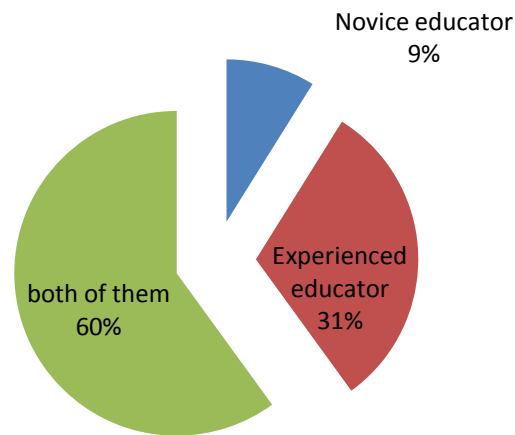
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could separate between novice and experienced teachers. And only (33%) of the students responded to the lesson plan. A small percentage (20%) of students who answered with the student's participation.



The fifth question aimed to select the most effective course of instruction. (60%) of the students selected both of them, which means both novice and experienced teachers could realize an effective course. Also, the second highest percentage is (31%) with experienced teachers; this can be seen clearly in the following graph.

Figure2.2.Respondent's about the most effective teaching course

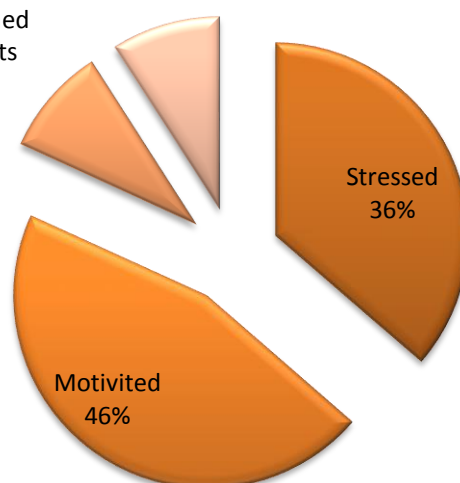


The sixth question's responses revealed that (46%) of the respondents found that novice teachers during explanation in the classroom are motivated and (36%) are stressed. Also, (9%) depends on the teacher's personality, and the same percentage found the novice teachers not sure about the idea transformed for the students.

Figure2.3.Respondent' opinion about beginner teacher during explanation

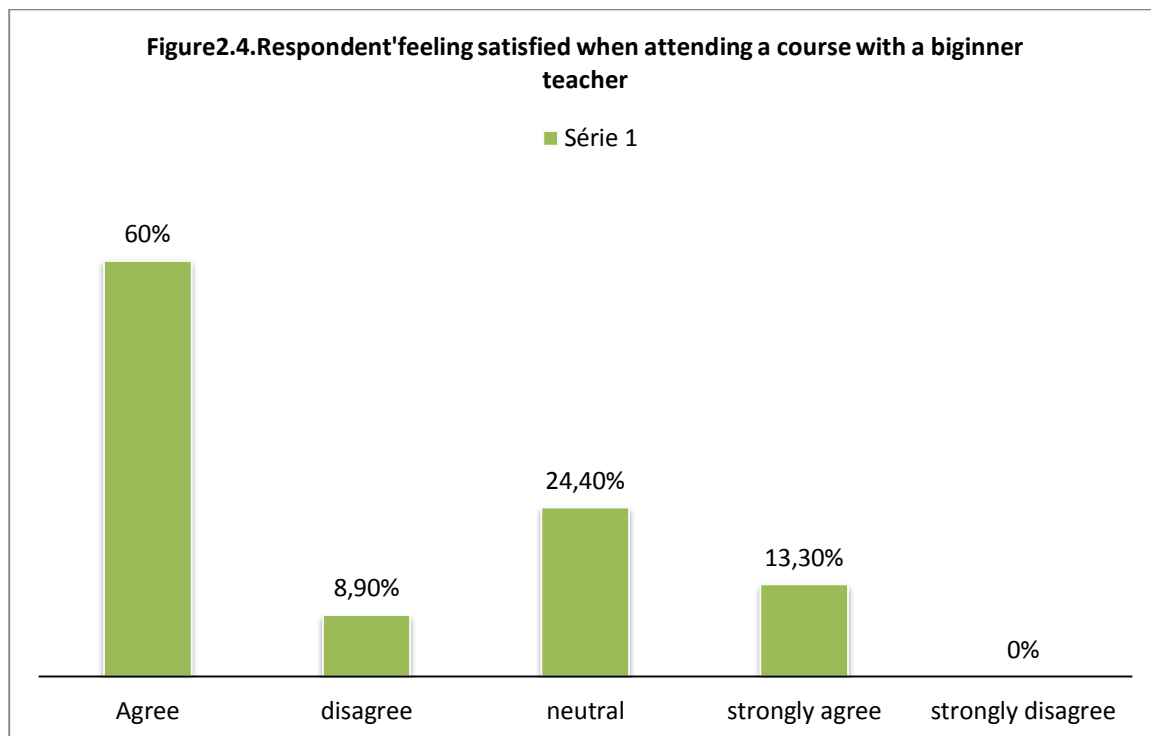
depends on the teacher personality 9%

Not sure about the idea transformed to the students 9%



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The seventh question investigates learner's opinions about the satisfaction of attending a course with a beginner teacher, so 60% of the students agree that the higher percentage shows that even novices could perform better in implementing EFL classroom management, while 24% of respondents answered with neutral.



In this section a series of data will be analysed through three categories were created "agree", "disagree" and "neutral". This can be seen clearly in the following graph.

The first question aims for knowing the negative part of the novice teachers; he/she feels confused when a student asks questions. (37, 8%) of the respondent declare with agree, while (26, 7 %) of the students answered with disagree.

The second question concerned with the novice and the experienced teachers and the methods that they used during teaching. (57.8%) of the students responded that novice used new methods in implementing an EFL classroom. only few percentage (15, 6 %) responded with disagree.

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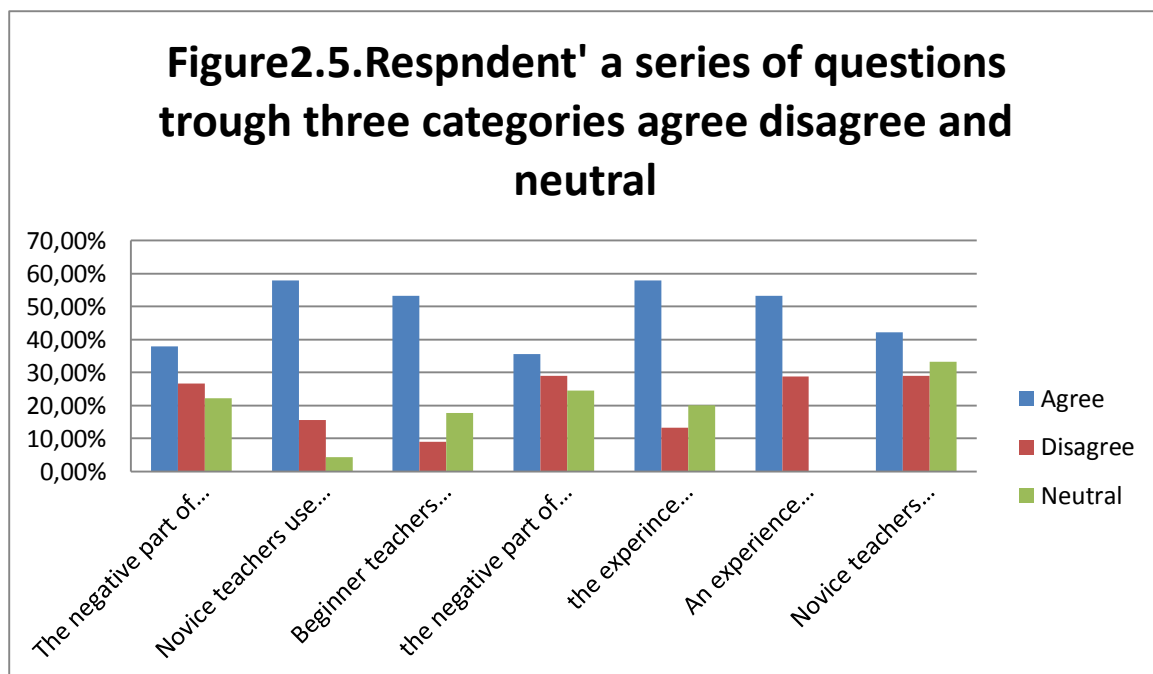
The third question is about whether novice teachers should be under the control of a leader to control them. Then the results are extremely clear (53.3%) of the students agree, whereas 8.9% disagree.

The fourth question is about a second negative part of novice teachers, which is looking a lot at the papers and the laptop while teaching. The higher percentage is 35% of students who agree while only. .

The fifth question is about how an experienced teacher holds the attention of the students easily. The higher number of respondents, which is 57, 8%, agree, shows that students follow experienced teachers without paying attention

The sixth question said that an experienced teacher explains well and with good manners, the students voted 53.3%.

The last question, participants were asked in the questionnaire whether the novice teachers can manage the classroom with big difficulties, the results is that (542.2%) of the students who responded with agree, whereas 33.3% of the students.



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2.3.2. Interview Analysis

This section will analyse experienced teachers' interviews

The first question aims to know about the subject matter by the teachers in teaching process, the result shows that the psychology of the students is the most important subject matter in the teaching process. Also, experienced teachers declared that language skills should be a focus at the very beginning for any licensed student (reading, writing, speaking, and listening) so the student can comprehend and understand the content modules in addition to the others. Another important point is balancing between practice and theory, focusing more on the practice aspect in order to assess the knowledge acquired by the students.

The second question targets to show challenges faced by experienced teachers in their first year of teaching experience, they replayed that There are a lot of challenges, and the most common challenge faced among experienced teachers at that time was the lack of teaching materials and the availability of materials at the university, especially in oral expression. So to adjust, they used to adapt or use books appropriate for the level. Unlike nowadays, everything is on the net. The student background levels and the charge programs are another challenge faced by experienced teachers. The last one is being involved with administration members and colleagues with great difficulty.

The third question aims to know if the teachers take into consideration the learner's needs when designing their courses, all teachers responded with an absolute yes. It is the first step they take into consideration, and they update their lectures every year according to the students needs. At the same time, they try to identify what their needs and preferences might be.

The fourth question's objective is to know the steps that teachers have taken to improve their teaching. They said that Thanks to the large experience of teachers in the domain, they do not take steps by heart, but teaching comes by the fallow, with

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classroom management at the top of the list. They read a lot about teaching techniques and strategies that were very helpful in their young career. Additionally, they subscribed to some journals abroad. They also searched and changed some options over time to implement EFL classroom management and improve their teaching.

The fifth question aims to know whether bad grades of the exams can reflect on the teacher's effectiveness, not at all, is the answer agreed upon by all the experienced teachers, because it depends on the student's attendance and diligence, as well as the module.

The sixth question pointed to the experienced teachers, how they can help novice teachers when they ask their support, The advice agreed upon by all the teachers is to come into the classroom and observe experienced teachers while they teach; they should be patient, prepared well, skilled enough, and being a human.

The seventh question is to know how experienced teachers manage their classroom, experienced teachers replayed with ; it is generally insistent that a class be well controlled by imposing a certain level of teaching competence, trying to attract the learner's attention, being interesting, and focusing on communication. Time management (pre-listening, writing, and assessing) exists as an essential part of every classroom. So through years and experience, you will manage all classes easily.

The eighth question targets to understand if experienced teachers control themselves when facing such a problem like sheeting, chaos, and student miss behaviour, the results show that all the teachers control themselves except twice and they try to use their wisdom as much as possible.

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This section will analyze Novice teachers' interviews

The first question aims to know the subject matter by the novice teachers in the teaching process. The answers were as follows: the lesson plan is officially the first step it has to be planned in a very good way in which every section will be understood, and there is concentration with the students. Comprehension and writing expression are the most important courses on a daily basis for EFL students. In addition to the RP teaching techniques and the communication skills, which are the most important parts of EFL teaching,

The second question aims to know the challenges faced by novice teachers in implementing EFL classroom, There is a list of challenges faced by novice teachers according to them: how to maintain and control the classroom, designing effective assessments, meeting the needs of students, being shy and afraid to sit in front of the huge number of students, especially in the amphitheatre, the lack of orientation, time management, the load work, the teacher working together in the staff room, the attendance of the students, there are many absences depending on the module, and always being judged.

The third question aims to know if the teachers take into consideration the learner's needs when designing the courses. The novice teacher's answers are: they do their best to take into consideration the learners' needs, and they try to facilitate things, especially for the first-year students. Sometimes within the lecture, they modify and change some aspects when they feel that the students do not understand. So modifications are needed. Sometimes they ask students to propose activities about their own needs, and then the teachers can prepare syllabuses according to their needs.

The fourth question's objective is to know the steps that teachers have taken to improve their teaching, Novice teachers replayed that they based on several proactive steps in order to improve their teaching, Collaborating with other teachers to share ideas, resources, and strategies; reflective teaching; professional development;

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seeking feedback; analyzing the exam results; second thought is an essential step in the job; brain storage; attending a lot of national and international conferences; reading a lot about pedagogy; reading about the recent approach called action-based approach" and using audiovisual tools to create an atmosphere for learning.

The fifth question aims to know whether bad grades of the exams can reflect on the teacher's effectiveness, the result shows that the bad grades have an effect on novice teachers. So, in this case, they will ask her or his teaching methodology and try to find solutions for such a problem. Then the blame is not only for the teachers but even for the students. Due to the repetitive absences of the students, bad grades definitely.

The sixth question aims to know how novice teachers manage their classroom. The way that novice teachers manage their classroom is that they try to control the students focus in the class by creating questions to make the students attentive and go back to the lesson; direct interaction with the learners by asking them a broad question at the beginning of the lecture to make them active; giving handouts at the end of the lecture; advising students and warning them to attend the classroom every day; making modifications during the lecture; and creating a positive relationship with the student based on respect (ethics in education).

The seventh question targets to understand if novice teachers control themselves when facing such a problem like sheeting, chaos, and student miss behaviours; all the teachers said that they took some strategies into consideration, such as eye contact and speaking with the student privately. Sometimes they felt mad at themselves, so they should stop the misbehaviour that is in front of them.

2.3.3. Classroom Observation Analysis

This section will analyze data observations with novice teachers

The observations were made with the novice teachers in various EFL classes (CWE, Literature, ASCC, and RC module) with a timing of 2H for each module.

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Through the observations, it was noted that the challenges in implementing classroom management were very dominant in those classes, such as controlling the students and holding their attentions, keeping the classroom calm for learning, the lesson plan in which teachers read from the papers and the laptops to avoid making mistakes, and the participation of the students being very few. However, it was observed also that novice teachers make a lot of effort to give their best in the explanation, also they use online platforms and new methods of teaching such as making groups and games and they give the students assignments to assess their abilities.

This section will analyze data observation with experienced teachers

First of all the observations were made with experienced teachers in English department in different classes(applied linguistics, CWP, Language teaching and testing and Didactics module) with a taming of 2H for each session. Through the observations it was noted that experienced teachers are very competence teachers with a excellent explanation and the message is well transmitted, they could hold the student attention easily and attract them to participate, the lesson is well prepared in their minds no papers used, a calm and quite atmosphere of learning, they used a lot of key words and examples during the explanation. However, they do not use online platforms for teaching while they belong to classical tools to teach such as books and libraries.

2.4. Discussion of the Results

The data analysis revealed numerous significant findings about the challenges faced by novice teachers in implementing EFL classroom management. This study aimed to investigate the relationship between novice teacher's abilities and maintaining classroom discipline, to find support systems or resources to help novice teachers develop effective classroom management skills, and to understand the main factors that contribute to novice teachers experiencing difficulties in managing students behaviour. The data collected from the instruments used in our study has shed light on these research questions, revealing important insights into the adverse effects of the challenges in EFL settings.

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The student's questionnaire results revealed that they prefer teaching by experience teachers since they play a role in teaching effective processes as each student makes a unique distinction between the novice and the experienced teacher. According to the students, it turns out that attending a lecture with a novice teacher is not a bad idea; however, the experienced teachers have more expertise, fluency, and credibility, a fact that was supported by a sizable number of pupils. More significant, there is a lot of negative parts of the novice teachers agreed upon by the learners such as reading lectures from the papers and the laptops during the explanation, they also manage the classroom with great difficulty, they feel confused when the students ask them questions and they should be under a control of a leader to guide them.

According to the result of the teacher's interviews, it was relieved that challenges impact EFL classroom management, and there was considerable diversity between novice and experienced teachers and how they treated issues. However, experienced teachers advised the new teachers to come and observe their way of teaching in order to reduce future issues in their careers.

Subsequently, the observation data demonstrate that despite experienced teachers addressing student behaviours and classroom management in an appropriate way, the novice teachers had some special aspects that differed from those of the experienced teachers, for example, their knowledge and culture about such topics, especially their experiences with their PhD students abroad, their activity and vitality simply because they were young, and their activeness in the upcoming trend of education technology

According to the findings of the study, challenges in implementing EFL classroom management had a major impact on novice teachers. Concerning the first research question, data analysis from the instruments implemented in our study shows that novice teachers need a leader and mentorship to help them reduce the teaching process issues. These findings confirm the first hypothesis that those who receive mentorship and guidance from experienced teachers are expected to demonstrate and improve effective classroom management. The second research question, the analysis of the student's questionnaire, teacher's interviews, and classroom observation shows that support systems help novice teachers develop

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their teaching skills. Teachers reported that they use systems and channels to follow the upcoming trend of education. These results confirm the second hypothesis that novice teachers who actively participate in professional development programs that especially target classroom management are likely to observe a notable development in their ability to manage student's behaviour. Concerning the third research question, the findings show that the main factors that contribute to novice teachers facing problems in managing student behaviour are lack of experience and poor training. These findings confirm the third hypothesis that supportive school environments and collaboration opportunities may lead to better classroom management outcomes. Finally, the data analysis from the tolls used in the study shows that collaboration between experienced teachers and novice teachers can be an effective method to reduce challenges in implementing EFL classroom management.

2.5. Recommendations and Suggestions

The following recommendations have been developed to address the issues faced by novice teachers in implementing EFL classroom management, based on the findings and analysis of data acquired from students questionnaire, teachers interviews and classroom observations. These ideas are intended to improve the teaching process skills of novice teachers while also creating a secure and supportive learning environment for all university students especially EFL learners.

- It is critical to create awareness about the effects of the challenges and the mistakes made by novice teachers This may be accomplished through seminars and training sessions for both teachers and students, emphasizing the need of promoting a secure learning environment in EFL classrooms.
- To prevent and address challenges faced by novice teachers at universities , training rules and procedures must be implemented which may establish a clear methods and strategies of teaching process , encouraging by the experienced teachers and the leaderships to guide the at least for one years .
- Universities should provide resources and assistance for beginners teachers in the career of teaching, such as counselling services or peer support groups, to

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help them cope with the psychological effects and enhance their academic performance.

- It is also suggest to overcome challenges during the first year of teaching is to plan lessons, assessments, and classroom routines in advance. Planning ahead can help the teacher to stay organized, prepared and flexible. Using a curriculum map, lesson plan template, or digital tool to plan units, activities, and materials. Planning ahead can help to avoid last-minute stress and confusion.

2.6. Conclusion

To conclude this practical part of our research, it is safe to say that experience has an effect on the job and both the teacher and the students, which make them prefer one teacher to another. Through time, every issue will be fixed, which means that the experience is a result of a long period in the domain. That's why the priority goes to the expert educators, as mentioned in the results above, which shed light on the obligatory of receiving training for a period before starting the job, since it is a big responsibility that would affect the generation positively or negatively. This is why the experienced teachers advice the new teachers to come and observe them many times in order to share strategies and recommendations to avoid problems in their future careers, especially the challenges that they faced.

GENERAL

CONCLUSION

In conclusion, the aims of this research were to examine the challenges faced by novice teachers in implementing EFL classroom management and how it can affect on their teaching process. This study has revealed the difference between beginner and experienced EFL teachers in terms of the way of teaching, explaining, and assessing. According to the data gathered from the student's questionnaire, teacher's interviews, and classroom observations, there are several challenges that new teachers may face, such as constant evaluation by more seasoned educators, managing the classroom, creating lesson plans, and maintaining students' interest.

The challenges has also been connected to learning reasons such as lack of experience and poor training are the most known issues faced by novice teachers in implementing EFL classroom management. Additionally it is well recognized that novice teachers needs pieces of advice, leadership and support systems to develop their way of teaching, approaches and methods.

This study also revealed some promising findings in terms of measures for decreasing and avoiding teaching process issues. The majority of students and teachers believed that experience in the domain of teaching plays a central role and can impact both teaching effectiveness and student attendance. Furthermore, the majority of the data gathered has confirmed the initial hypotheses for the study. Due to their inexperience and the gaps in their teaching process, challenges and novice teachers have been shown to be inextricably linked. Therefore, the foundation of an effective teacher's approach should be reflective teaching, which means that all teachers must modify certain elements in order to address current issues or those that may arise in the future.

One of the limitations of this study is that with teachers during the collection of data, some of them were not cooperative, especially the novice teachers of the English department, in both interview and observation tools. They did not accept the idea of being observed or interviewed because the word novice teachers disturbed them. Unlike the experienced teachers, they were too cooperative, with a warm reception.

Also, collecting data using three different tools with five experienced educators and five novice teachers took a lot of time and effort, especially in the second semester when teachers started making only presentations with the students and no lessons to be observed and the lot of absences in classrooms are nearly empty. Finally, the data analysis was very difficult to manage and organize the results of every tool.

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APPENDICES

Appendix

Student's Questionnaire Appendix A

This questionnaire aims to collect data about the students' point of view about being taught by novice and experienced teachers, and the challenges they faced their learning process. Hence, you are kindly invited to answer the following questions:

Rubric 1: Students Profile

1. What is your gender

Male

Female

2. How old are you?.....

Ask questions you need to know about your learners' profile

Rubric 2:

1. Do you prefer being taught by a novice teacher or by an experienced teacher?

Novice teacher

Experienced teachers

Why.....

2. How do you differentiate between the novice teachers and the experienced teachers?

By the lesson plan

By the classroom management

By the participant of the student in the discussion

3. According to you, the most effective teaching course is done by a novice educator or by an experienced educator?

Novice educator

Experience educators

Both of them

4. How do you find a beginner teacher during his explanation in the classroom

- Stressed
- Confident
- Not sure about the transformed data
- Motivated
- Others.....

5. State your opinion about the following statements:

Statement	Agree	Disagree	Neutral
I feel satisfied while attending a course with a beginner teacher			
Novice teachers use new methods and experienced teachers use classical methods			
Beginner teachers should be under the control of a leader to guide him/her at least for one year			
The negative part of a novice teacher course is looking a lot to the papers or the laptop			
The negative part of a novice teacher is that he/she feels confused when a student ask questions			
An experienced teacher hold the attention of the student easily			
An experience teacher explains well.			
Novice teachers manage the classroom with big difficulties			

Appendix B

Teachers' Interview

This interview is designed to check the importance of experience in the teaching process. You are asked to answer the following questions. Your answers will be used for research only and they are confidential.

1. Can you tell me about your teaching experience and background? (focus on the number of years)
2. How long have you been teaching?
3. What the subject do you matter in teaching process?
4. Have you received any training before started teaching?
5. What are the challenges you faced in your first years of your teaching experience?
6. Do you take into consideration you learner's needs when designing your course?
7. What steps have you taken to improve your teaching?
8. According to you, can bad grades of the exams reflect on your teaching effectiveness?
9. As an experienced teacher, how can you help the novice teachers if they ask your support? (For experienced teachers)
10. How do you manage your classroom?
11. Can you control yourself when facing a problem such as chaos in the classroom, cheating, student miss behaviour?

Session 1 with an experienced teacher

(then 5 others with novice and experienced teacher)

Grid of Observation

Keep it unstructured observation (you can add new elements while you are observing)

Timing	Module	Elements	Observation / Write down all events related to experience
		Effective and competence teachers	
		Hold the student attention and actively participate in discussion	
		Student behaviors under control	
		Teaching with looking at the papers	
		Well understood the lesson	
		Lesson plan well prepared	
		Evaluations with positive result	
		Teaching explanation is clear	
		Quit and comfortable atmosphere setting for the observer	
		Assignment to be done at home	
		Less using of online platforms to teach	

Abstract

The present dissertation is a study of the challenges faced by novice teachers in implementing EFL classroom management. The main purpose of this research is to compare expert and novice teachers and to state the main causes of the challenges faced by the new teachers. The data will be collected using three different tools: an online questionnaire for the students for all majors, teacher interviews, and classroom observation. This study is conducted with experienced teachers and novice teachers. Overall, the findings indicate that there are serious challenges faced by novice teachers which make students prefer teaching by experienced teachers. Despite the fact that novices use new methods in teaching and up-to-date trends in technology, they still need guidance from experienced educators and their pieces of advice.

ملخص

هذه الأطروحة عبارة عن دراسة للتحديات التي يواجهها المعلمون المبتدئون في تنفيذ إدارة الفصول الدراسية للغة الإنجليزية كلغة أجنبية. الغرض الرئيسي من هذا البحث هو مقارنة المعلمين الخبراء والمبتدئين وتحديد الأسباب الرئيسية للتحديات التي يواجهها المعلمون الجدد. سيتم جمع البيانات باستخدام ثلاث أدوات مختلفة: استبيان عبر الإنترنت للطلاب لجميع التخصصات، ومقابلات مع المعلمين، ومراقبة الفصل الدراسي. يتم إجراء هذه الدراسة مع المعلمين ذوي الخبرة والمعلمين المبتدئين. بشكل عام، تشير النتائج إلى أن هناك تحديات خطيرة يواجهها المعلمون المبتدئون تجعل الطلاب يفضلون التدريس على يد معلمين ذوي خبرة. وعلى الرغم من حقيقة أن المبتدئين يستخدمون أساليب جديدة في التدريس والاتجاهات الحديثة في التكنولوجيا، إلا أنهم ما زالوا بحاجة إلى التوجيه المعلمين ذوي الخبرة ونصائحهم

Résumé:

La présente thèse est une étude des défis rencontrés par les enseignants débutants dans la mise en œuvre de la gestion de classe EFL. L'objectif principal de cette recherche est de comparer les enseignants experts et novices et d'énoncer les principales causes des défis rencontrés par les nouveaux enseignants. Les données seront collectées à l'aide de trois outils différents : un questionnaire en ligne pour les étudiants de toutes les spécialisations, des entretiens avec les enseignants et l'observation en classe. Cette étude est menée auprès d'enseignants expérimentés et d'enseignants débutants. Dans l'ensemble, les résultats indiquent que les enseignants débutants sont confrontés à de sérieux défis qui poussent les étudiants à préférer l'enseignement à des enseignants

expérimentés. Malgré le fait que les novices utilisent de nouvelles méthodes d'enseignement et les dernières tendances technologiques, ils ont toujours besoin de l'encadrement d'éducateurs expérimentés et de leurs conseils.

