PEOPLES'DEMOCRATIC REPUBLIC OF ALGERIA

MINISTER OF HIGH EDUCTION AND SCIENTIFIC RESEARCH

MOHEMED KHEIDAR UNIVERSITY .BISKRA

FACULTY OF ARABIC LANGUAGE ARTS

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH BRANCH

From Induction to Teaching ; Accommodating EFL Novice Teachers Challenges

A Case Study of Secondary School Teachers

At Alcharif Aledressi – M'sila

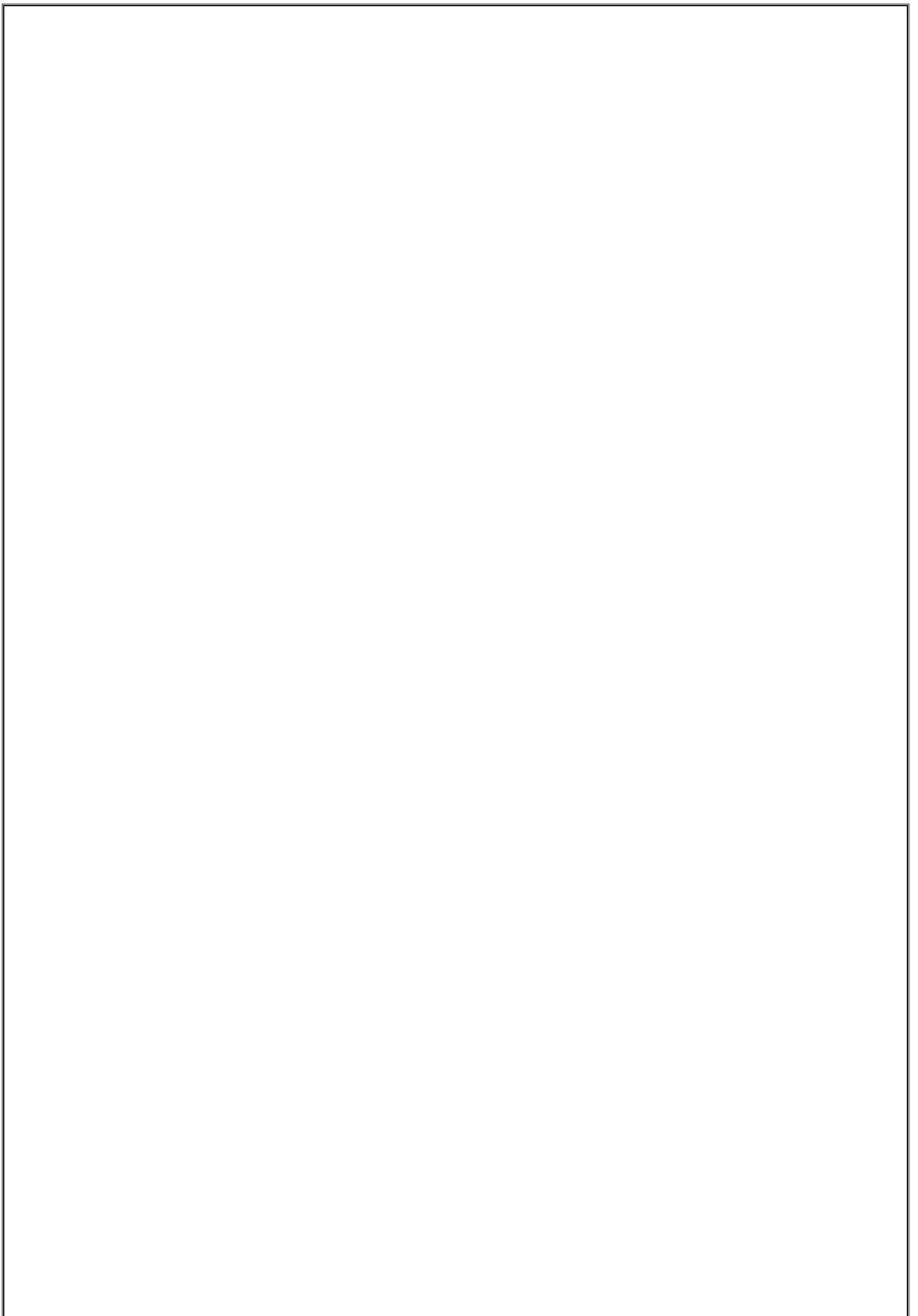**Dissertation Submitted in Partial Fulfilment of the Requirement for Master Degree in science of languages**

Submitted by :   Supervised by:

Benhalima Samia   Ayache Rabehi Salima

board of Examiners :

-   Ayache Rabehi Salima
-   Bachar Ahmed
-   Kheir Aldin Hassina Nachwa

-2O12-2O13-

Dedication

To my parents: Kheira & Ammar

To my brothers : Yossef & Yassin

To my dear sisters : Nassima , Fayrose ,Assia, Shahrazad

To ALL members of my family

To my modest friends : Abd elrrahmanne , Fozia , Fathia

To my neighbours in my campus

To the entire English department

To all beautiful and exquisite English students

To all people who love me

*I dedicate and offer this unprecedented dissertation
hoping that it will do itself justice*

Acknowledgement

Abstract

This study seeks to investigate the problems that novice EFL teachers face in their induction period of teaching. In order to gather the intended data , seven EFL novice teachers at Alcharif Aledrissi secondary school in Msila were observed and questioned on a basis of two criteria : (a) 1   - 6 years of teaching experience ,and (b) teaching at secondary level .The data gathered though the questionnaire and classroom observation were transcribed , coded , and categorized under theme of a descriptive study .Subsequently , the findings were interpreted . The findings were organized around our research questions and there appeared four themes: (1) the nature of induction programs and how it can help novice teacher to solve their problems, (2) the common concerns of novice teachers,(3) the common problems and challenges of novice teachers in their early experiences. (4) practice to define those problems and give suggestions to solve them . The results revealed that all novice teachers face, especially EFL teachers face real difficulties in their initial teaching , and their induction preparation programs did not adequately respond to their needs. Considering these unsatisfactory results for novice teachers, they should be provided with effective induction programs, methods, and techniques for effective new generation of teachers. Furthermore the research gave some recommendations.

List of Abbreviation

EFL: English as Foreign Language Teachers

IP :   Induction Programs

CPDP :   Continuing Professional Development Professional

NQT :   Newly Qualified Teachers

QCA\DFEE: Qualified Curriculum Authority

SEN :   Special Education Needs

ICT :   Information and Communication Technology

TD :   Teacher Development

ELT :   English Language Teacher

PRESETT : Pre-service Teacher Tracing Programs

QTS :   Qualified teacher status

INESETT :   In-service Teacher Tracing programs

NAE :   National Academic Education

List of Graphs

List of Figures

List of Tables

Contents

PART I

Chapter One: Induction into Teaching

Chapter two : Overview of Novice Teacher Concerns

Chapter three: Common Problems and Challenges of Novice Teachers in Early Years of Their Teaching.

Introduction

PART II

Chapter Four: Data Analysis

General Introduction

1. General Introduction

Teaching the English language is one of the most important subjects in many schools around the world . Thus, the last decade has witnessed steady growth in the study of teaching English as a foreign language (EFL) . Teaching today is increasingly complex work characterized by a set of principles , procedures or strategies to be implemented by teachers who are the core of that knowledge society without them or their competence the future will be malformed. Especially , novice ones those who consist as a special group in-service teachers facing enhanced difficulties in the beginning of their teaching career such as , showing fear about their teaching efficacy , lack of support from the profession one, lack of training, workload ,misbehavior of students   …etc. On this base , we will conduct a study exploring the needs and problems that new teachers face in the induction period . Attempting to solve it by proposing some effective teaching induction training preparation programs ,and effective techniques to be used.

2. Statement of the Problem

The studentS ' population in schools are growing , and the need for new teachers ,particularly in the TEFL branch ,is increasing . therefore , researchers have paid more attention to the novice EFL teachers 'professional development and training . they conclude the fact that even if teachers enter to their profession with high motivation to be an effective facilitator for students 'learning cannot eliminate that they will struggle and have problems in the induction period such as ; lack of logical   curricular , having unsupportive colleagues , unstimulating school environment , and students misbehavior ,etc. In spite of all precautions , it seems that novice EFL teachers have some difficulties in their first year when they enter the profession ,which makes us wonder ; Can they be able to develop a solutions in order to solve those problems ? can they overcome their difficulties by using some effective techniques and methods ?

3. Aims of the Study

As   researchers , our aim of this study is to focus more on teachers' issues by a) defining the problems that   most EFL novice teachers face in the beginning of their teaching career and what are the teachers 'training preparation programs that can be used to solve these problems .b) providing suggestions to solve these problems by proposing some effective programs , and techniques in order to be effective teachers , c) improving teachers' training activities and experience to be provided by the end of the study .

4.Significance of the Study

Being a teacher is a heavy job , requiring much responsibilities and efforts .together with renewing the quantity and quality of the instructions and applications , teaching becomes more and more complex . Especially, if we add the newly beginning EFL teachers 'concerns to these difficulties and complexities of the teaching process , We come up with many problems they may face . Therefore, our study will give the new EFL teachers, students teachers and even expert teachers the opportunities to have effective teaching experiences at schools by solving the problems they face in the beginning of their profession with using some induction preparation programs , and techniques .Also, this research will ensure the important role of teachers' training in building the notion of teaching process .

5.Hypothesis

The hypothesis of our study is :

If   EFL novice teachers have been provided with   good preparation induction programs ,they will overcome their initial problems and challenges easily .

6. Research Questions

The proposed study will be guided by the following research questions :

1)- What are the main induction preparation programs the EFL novice teachers should acquire?

2)- What are the main concerns novice EFL teachers should take into consideration ?.
3)- What are the common problems and challenges that EFL novice teachers face in the induction period ?

7.Methodology Design

  In this study , we are looking for a correlation between two variables :
novice EFL teachers 'problems and challenges during early years of teaching , and the effectiveness of induction preparation programs to solve these problems .the design of this studyis quantitative research . The procedure adopted is the descriptive method ,because in this work we aim to diagnose the problems of EFL novice teachers through using the questionnaires ,and classroom observation as research tools which will help us to gather the adequate data for the present study , test the hypothesis and serve the objectives of our research. Our target population, to which the results would be applied and generalized , will be determined to all EFL novice teachers in various secondary school contexts in different parts of Algeria . Considering the huge number of the target population , it is difficult to reach the whole population . Thus , our study will be conducted with a sample . our sample will be all the novice EFL teachers of Alcharif Aledrissi Secondary school at M'sila which consists of 07 English teachers , who voluntary respond to the questionnaire of this research

8.Structure of the Study

      This modest work is divided into two main parts ; theoretical and practical The former consists of three main chapters ;the first chapter contains an overview about induction as a beginning time for teaching , and as preparation program for teaching. Therefore ,we tackle important elements of induction as program which are induction standards , and its models , and how it can be beneficial for novice teacher . also , we speak about another support program which is mentoring programs . The Second chapter speak

about everything related to novice teachers 'concerns with professional developments ,
training programs , the nature of teacher learning, and the description of early experience
of teaching and what is the nature of drop-out of new teachers . Third chapter talk about
the most common problems and challenges hat novice teachers face in their first years of
teaching .

Concerning the second part , the field work which is the most important part . it
includes one chapter, we describe and discuss the results of the research. ,besides to some
recommendations and suggestions .

Chapter One: Induction into Teaching

Chapter One: Induction into Teaching

Introduction

     Teaching is noble profession needs a lot of efforts and demands especially, for novice EFL teacher who are stilling under induction process which considered as transitional steps for being qualified teacher. We try in this chapter, to present the nature of induction process and its aims . After that we try to mention and clarify the standards of induction programs that should be followed by those EFL novice teachers, and we introduce some models of induction . by the end of this chapter we give some element for doing a successful induction programs. Besides, we try to provide a review about mentoring support program.

1. Definition of Induction Period

     It is the time when you move from a student teacher to a new qualified teacher , with all attendant roles and responsibilities in the same time demonstrating that you can achieve certain standards that have been set for new teachers. In other words, the induction period is '' combination of specific and targeted support on one hand, and opportunity for you to demonstrate your skill , and continued professional development as a teacher on the other hand''. (Holmes ,2006 : 198). For instance, if a graduate student wants to teach in maintained or non-maintained specific schools, she/ he needs successfully to complete her/his induction.

     The induction is a system wide, coherent , comprehensive training and support process that continues from 2 years to 6 years , and then seamlessly become part of the lifelong professional development program to keep new teacher teaching, and improving towards increasing their experience. (.Wong K, 2004:42)

     ''Induction period is intended to bridge between training and rests of teachers' career'' Ozturk (2008: 6). It includes both monitoring and supporting programs. The induction period is designed to ensure that the novice teachers are fully prepared for taking all responsibilities of an expert teacher . (Nicholls,1998 :198)

Also, Nicholls (1998) defined the induction period : "it is as a providing program to guarantee for all new teachers a reduced teaching load and program of support to ensure that they have the time to consolidate and improve their teaching performance;".(as cited in DFEF, 1998 ,Para . 120)

The induction period is a comprehensive, coherent, sustained professional development process which is set to support, and keep make the new teachers survive ,progress into lifelong of learning and teaching area .(Wang, 2004 : 42)

Also, Nicholls (1998:42) said that '' Induction is an analogues to learning to drive .''

Which is used as a mechanism for support and keep the profession develop especially , the quality induction programs are very crucial to recognize of the value of teaching process (*ibid*) .

Induction are characterized as means to orients, assists ,and guide beginning teachers .So, they remain in the profession and grow into capable practitioners . Induction program (IP) distinct from pre-service programs that prepare trainees to become teachers, and from in-service programs which are professional development opportunities to develop teacher's skills after they settled into their career. IPs are typically designed to address common challenges associated being new teachers. For example, managing classroom and getting to know systems of the school and its procedures. In addition, IP is called comprehensive which is a way to enhance intensity and strengthen the overall effectiveness of an induction experience .

All in all, the induction program helps the novice teachers to create supportive environment in order to bridge the gap between the theory in their mind and the real life of practice which means how to make a correlation between their pre-service and in-service, especially the first year when they enter to the workplace is the most important induction year of the profession. Some call the first year of teaching is inevitable '' embattled year'' and the novice teachers should assume with ''survival mode'' . Other instructors described the initial year as a '' sink or saving scenario''. As ''harsh and rude reality of every day teaching'' Ouzturk (2008 : 07) .

Induction period is designed to reach some aims such as :
- Provide a foundation for a long term continuing professional development (CPD).
- Acculturate new teachers into their schools
- Ensure proper support is offered to Newly Qualified Teachers (NQT) avoid making unsatisfactory progress.

- Put NQT in place of rigorous assessment procedures for induction year.
- Build upon the knowledge and understanding developed through initial teacher training .
- Build upon the areas of development indentified in the NQT Career Entry and Development Profile (CEDP) . (Nicholls ,1998 : 200) .
- Develop the instructional practice
- Evaluate ,assess and even weed out those who are ill suited for the demands of teaching .

2.Models of induction program

Most of programs seem to be some combination of these three major models:

- Basic Orientation Model
- Beginning Teacher Development Model
- Transformation Induction Model

2.1 Basic Orientation Model

This model works and focuses on getting new teachers acclimatized with the schools' culture and laws which helps them settle into their environment and understand their responsibilities. Basic orientation model deals with issues of classroom management, schools procedures, and usually structured around individuals participation in sort of workshops; which explain the program and provides teachers with information they need about the system of the school, and gives them the chance to make a good relationships with their colleagues. Also, workshops start before the beginning of the school year which focuses on explaining to new teachers how the school wants them to handle issues parents conference, holidays and reports. This model is used as mentoring to improve teaching skills. (Insites, 2001:13, 14)

2.2 Beginning Teacher Development Model

This model is most popular, it serves the new teachers to get acculturated; the main goals to increase novice teacher effectiveness by helping them to bridge their knowledge of theory and practice. Also, helps novice teachers with their first year orientation and helps them to understand a school approaches in order to gain an effective instruction which means give the novice teachers the opportunity to reflect upon his /her experience, and

compare his /her own practice with school's teaching standards . Besides, this model is very important for successful application of learning and implementation of practice into the classroom. Usually, this model takes three to five years to be completed.

Beginning teacher development model includes other models which can organize teachers ''*cohort* '' that all move together in the induction process. '' The cohort model is founded on the idea that teachers learn better by studying , doing ,collaborating , and reflecting together with other teachers .'' Also, this model helps to understand and improve the novice teachers 'current teaching practice. (*Ibid.*)

2.3 The Transformative Induction Model

''The most forwarded thinking model of teacher induction occurs when induction serves as agent for transformation of schools''. This model helps novice teachers to be familiar with schools ' culture which effectively engaged in schools reform efforts which makes learning improve and profession teaching develop. It makes novice teachers recognizable that they do not need only knowledge and skills but also the ability to affect to build an appropriate teaching environment where they can work well. The professional model schools often us this model in the induction process. In this model new teachers need to be more than an instructor which means that they are expected to become a teacher leader and ''to promote equity as a part of a larger professional learning community .''(*ibid.*)

The transformative induction model focuses on the development of teachers as a ''community of learner '' which based on high standard for teacher professionalism; its core is the isolation typical of teaching by encouraging collegiality. This model aims to move the school into ''a site for state-of- the art practice '' .In this model the professional development approaches effectively designed for novice teachers are continued   , available, experiential, collaborative, but are challengeable, and teachers are expected to use active way. This model includes the most advanced stage of mentoring along a continuum of types of mentoring which means from orientation mentor to development mentor, and the more developed stages of mentoring are coaching relationships . The interaction between the novice teachers and experienced one helps them to offer their contributions to group and to the school. Also, this model has a positive effect on teachers survive and quality. (Insites 2001:16-17)

3.The Induction Standards

The induction standards contained three main correlation sections; professional values and practice, knowledge and understanding ,and teaching. It can be divided as follows:

3.1 Professional Values and Practice

According to Nicholls (2004:206), teachers should work to meet all the requirement of these section which means they need to seek and use opportunities to work collaboratively with colleagues to raise standards by focusing on practice effectively in schools. The awarded qualified teachers status need to be comprehended and developed the teaching experience by demonstrating all of the following:

a) NQT should have background about their students' behavior and attitudes with respect of their social, cultural, linguistic, ethnic knowledge besides to do many attempts to enhance their level and raise their educational achievement.

b) Newly qualified teachers need to promote positive value and attitudes that they have to expect from their pupils.

c) NQT should attempt to communicate sensitively and effectively with their parents and cares, with full recognition of their responsibilities on the pupils' learning.

d) NQT can contribute and share responsibly in corporate life school.

e) NQT need to be highly motivated and able to take more responsibility for their own professional development.

f) NQT have to work seriously in order to develop their own teaching career, and learning from others 'effective practices.

g) NQT need to be aware of their role and work within lawful and framework relating to teachers' issues.5 Cohen, *et al*,2004:19)

3.2 Knowledge and Understanding

Teachers also, need to meet all requirements of the knowledge and understanding by showing commitment to their professional development, and identifying the areas in which

they need to improve their knowledge and experience in order to teach effectively in their current profession.(Nicholls ,2004: 208).

That means all the Awarded Qualified teachers need to demonstrate all the following:

a) NQT need to be knowledgeable, cultivated, and well-versed of all subjects they had trained to teach, for those NQTs who suppose to teach secondary school pupils their knowledge and understanding should be at standard equivalent with pupil's level includes:

a.1) NQT have to know and understand the main goals and principles in their teaching, besides to six significant areas of learning goals which we find it in QCA curriculum guidance for the foundation stage .

b.2) Concerning the first and second stage, NQT have to know a sufficient information and understanding of the range of work across the following subjects:

- History ,Geography , Physical Education , art design and technology , Religious Education , and Performing art education which means they have the ability to teach pupils according to their age , and for which they had trained , besides to a supportive advices that teachers can take from experienced teachers .

a.3) In the third stage ,NQT should understand and know the relevant National Curriculum Programs of study .

a.4) For fourth stage, NQT should be aware of the effective pathways which can help them to promote their teaching in school. Also, teachers should be provided by skills of teaching.

b) NQT have to understand all the values , aims, purposes , general teaching requirement which it included in the *National Curriculum Handbook* which they had been trained for , being familiar with programs of study for citizenship and personal , social, health , and education .

c) Novice teachers should be aware of expectation, typical curricula, and teaching arrangements in the key stages or phases before or after the ones they had been trained.

d) Novice teachers have to understand how pupils' learning can be affected by their physical, intellectual; linguistic, social, cultural, and emotional development.

e) NQT should understand their responsibilities SEN Code of Practice, and know how to seek advices from experts on less common types of special education needs.

f) New teachers should pass the qualified teachers status skills tests in numeracy, literacy and ICT. Cohen, *et al* (2004:20, 21)

3.3 Teaching

Novice teachers should their responsibilities and professional competence in their teaching, besides, when they work with adults as well as parents. Nicholls (2004: 208) ,Teaching includes five major elements:

3.3.1 Planning Expectation and Targets

3.3.1.1 Teachers have to get challenging teaching and learning objectives which should be relevant to all pupils' level in the class based on; pupils' background, and past and current achievement , pupils 'age , with setting out subjects according to their levels .

3.3.1.2) NQT need to provide students with purposeful lessons, they give and explain should show how they effectively assess the students' learning by using different, effective teaching methods that can meet their needs and develop their level.

3.3.1.3) NQT should select and prepare the appropriate resources, and plans that deal with pupils 'level, cultural background; interest, language ,in order to have safe and effective teaching.

3.3.1.4) NQT should be relevant with the pupil's age that they are trained to teach and have to be able to make chances for their pupils to learn in out – of – schools for examples : schools visits , museums …. Etc.

3.3.2 Monitoring and Assessment

All awarded qualified teachers status need to demonstrate the following:

3.3.2.1) NQT can improve their own teaching and planning in the same time evaluate their pupils' progress towards objective learning through using appropriate, effective assessment and monitoring strategies .

3.3.2.2) New teachers have to work as they are giving an immediate and constructive feedback to support pupils' learning through monitoring and assessment methods to evaluate and develop pupils' performance.

3.3.2.3) With the help of experienced teachers, novice teachers can identify the level of achievement of pupils 'learning English as a foreign language. It means that pupils bit by bit learn a language; at first they learn how to analyze the language demands and activities in order to provide challenges as well as support.

3.3.2.4) New teachers have to record pupils' progress and achievement always to evaluate and assess their work , progress, development over time this will also , help pupils to review their own progress and to inform planning

3.3.2.5) NQT can use written / oral records as a basic for reporting on pupils ' achievement and development concisely , informatively , accurately   for parents , cares, other professionals, and even pupils .

3.3.2.6) NQT should support and identify pupils with high abilities those who are working below age-related expectation; and also, help pupils who are failing to achieve their potential in learning, and pupils who have social, behavioral, emotional difficulties , they can do that with the help of experienced teachers . (Cohen, *et al*, 2004:20, 21)

3.3.3 Teaching and Class Management

Also, all awarded qualified teachers status must demonstrate the following:

3.3.3.1) New teachers need to be highly positive with students and work on making the appropriate learning environment by making a good relationship with students . they should make a purposeful learning environment where diversity is valid and where pupils feel safe and confident .

3.3.3.2) teachers can teach the required knowledge, understanding, and skills according to the curriculum, pupils' abilities, and according to what they had trained.

3-3-3-3) teachers should teach clearly structured lessons or sequence of work which make student interested and motivated, also:

- Make the objective of learning clear and simple for students.
- Build a corporative and collaborative method by employing the interaction.
- Promote active and independent learning that helps the students to think about themselves, and to planned and manage their own learning.(*ibid*)

3.3.3.4) Novice teachers should meet all students 'needs by using varied methods in their teaching including both the more able students and the with less abilities, they can benefit from the advices of expert teachers.

3.3.3.5) Novice teachers should be able to support students who are learning English as a foreign language also, with the supports of experienced teachers.

3.3.3.6) Novice teachers have to manage and organize their own teaching effectively.

3.3.3.7) NQT have to establish a clear framework for classroom field to expect and manage students 'behavior usefully, and promote self-control and independence.

3.3.3.8) New teachers have to encourage students to learn independently by consolidate and extend the work through providing homework and tasks .

3.3.3.9) NQT can work collaboratively with expert teachers and colleagues with their help in managing the work of teaching helps to enhance students ' learning . (Cohen,*et al.,*2004:21-22).

4. Elements of Successful Induction Program

Since induction is a comprehensive, multiyear process designed to train and acculturate novice teachers in academic standards and vision of schools. However, there are several common component that underline the most successful induction program such as :

- Start with an initial 4or 5 days of induction before schools begin .
- Offer a continuum of profession development through systematic training over a period of 2 years or 6 years
- Provide study groups which help novice teachers contact and build supports , commitment , and leadership in a learning community .

- Incorporate a powerful sense of administrative supports .
- Integrate a mentoring component into induction process .
- Present a structures for modeling effective teaching during in-service ; and mentoring .
- Provide opportunities for inductees to visit demonstration classroom
- Have a network that create learning communities .
- Teat every colleague as a potential valuable contributor.
- Create learning communities where new teacher can gain knowledge .(.Wong, K .2004: 42-51).

5. Usefulness of induction program

An effective induction program is based upon exemplary teaching practices an understanding of students ' learning within professional environment that support collaboration inquiry. So, induction programs can be very useful for new teachers to build their own teaching career through the following positive roles :

5.1 Easing the Transition

After a few time from entering the profession, many novice teachers or veterans teachers may retired and feel that they are disoriented . Every year when novice teachers move from environment to teaching ,schools ,and classroom world they deal with some frustrations . Sometimes , the transition from student teacher to new qualified teacher can make new teachers feel overwhelming and discouraging . Many novice teacher called their first year of teaching   'sink or swim' for that reason , Induction program are designed to work on changing the social rehabilitees of day -to-day life of teachers in different schools through looking for ways that can introduce the new teachers to their teaching profession with account to their abilities and needs which can make them have self teem competence , collegiality and professionalism .(Insites, 2011: 2)

16

5.2 Reducing the Attrition and Turnover

In the last ten years , new teacher retirements increased in the popularity of class size reduction . Third of school teacher leave the profession in their early years of teaching and (10%) exit from teaching as a career before completing their first school teaching ;that because teachers face what we call reality shock especially , tilt to attrition . Therefore , to prevent teachers' slighting from the field of teaching , schools should use well-crafted induction programs to improve their retention rate. Most studies deduced that quality induction program significantly , reduce teacher turnover through meeting all the needs of new teachers during three first years of teaching outside and inside the classroom . (Insties ,2011: 2-3- 4)

5.3 Improving The Quality of teacher

Induction programs are used not only to improve retention of new teachers but also, provides them with techniques to develop their teaching skills and knowledge recognize the critical link between student performance and teaching . So, induction programs are used as away to improve the quality of new teachers through improving the instructional practice of new teachers by the help of master teacher who serves as mentor . (Insites , 2011: 4-5)

6.Mentoring Program

A powerful strategy used to support novice teachers to bridge the gap between their previous studies and the their current teaching (Lindrgone,n.d: 727, as cited in Cederquist , *et al* .,2000) . Mentoring helps novice teachers to understand and gain increased knowledge about teachers 'role and effective teaching methods. Mentoring process depends on person called master teacher or mentor who has a significant role in helping new teachers to

survive during his first year of teaching . mentoring of novice teacher is a component in induction process .(. Wong,K. 2004: 42)

Mentoring is voluntary which is used to support and develop the thinking of mentees for his/ her constructive progress . dependents on isolation relationships (each mentee with his own mentor teacher) that mean the mentor ought to encourage novice teachers to learn from their own experience in order to develop a vision of a good teaching by visualization of current teaching or fostering situation . (*ibid*)

Mentoring is a program used as a tool for reflecting practice commonly employed in supporting teacher improvement and novice teacher induction into teaching . It involves a close , intense , mutually , beneficial, and complementary relationship between experienced teacher (mentor) and novice teacher (mentee) within organizational or professional context, build on both the mentors and the protector of needs (protégé' needs). (Young ,*et al ,* 2005 : 169-170,as cited in Jeruchin &Shapiro , 1992: 123)

Mentoring is sensitive support given to the new teachers in school by mentor who has several responsibility which involves :

- Advising novice teachers how to teach their particular subject .
- Developing new teachers' understanding and appreciation of how students learn and how learning can be planned .
- Advising novice teachers on classroom management and the planning of curricula and assessment .

Also, mentor is function as reflective practitioner in the novice teacher development .Besides , multifaceted and complex which provide new teachers with content of skill-focused advice and support large interpersonal and psychological dimension . Also, mentors' role is includes some aspects of apprenticeships . So, mentor acts as a support for novice teacher , motivating empowering , raising awareness , providing feedback and advice , reviewing session and guiding future planning , and acting as critical friend for new teachers . (Cohen , *et al. ,* 2004: 26-27)

Mentor has to have several sensitive skills such as :

- Being a model of a good teaching practice
- Listening , responding and advising
- Understanding situations through the eyes of novice teachers

- Developing observation skills in order to recognize specific issues concerning novice teachers' development .

- The ability to conduct reviews of lessons seen in supportive manner (*ibid*.)

Conclusion

The aim of this chapter was to review some aspects concerning the programs that should be followed in the induction process of teaching . It begins at first then induction period se from what it comes for what reasons it used and aims . Second , it attempted to discuss several issues concerning induction standards and models of induction program which supposed to be very useful and effective for novice teacher developments . besides we tackled the element that is used to make an successful induction program within use of mentoring program which should be followed by new teachers in order to complete the process of induction into teaching successfully .

Chapter two : Overview of Novice Teacher Concerns.

Chapter two : Overview of Novice Teacher Concerns.

Introduction

In this chapter, we discuss the major concepts concerning the novice teacher s' issues during their first years of teaching. We begin with identifying who is the novice teacher, what is the nature of learning to teach for new teachers, besides an overview about their professional teaching development. After that we tackle another significant component which is the teacher training programs with its types. In this presentation also, we describe how it is like the early experiences for new teachers. In addition to why they leave from the teaching profession , and how can solve it by doing the induction preparation .

1. Definition of Novice Teacher

Novice teachers are those who have three or four years of teaching experience. (Alan, 2003:21, as cited in Freeman,2001: 103-117). Novice teachers are those who are in new situation which concern with; dealing with pedagogical factors, classroom management; and the need for supports. Pedagogical factors refer to the ways that novice teacher approaches lesson planning, make an interactive decisions in their lectures, their competency, and their teaching. While classroom managements refers to how novice teachers deal with students problems which arise spontaneously, and how they manage planning and lessons. The need for supports means providing novice teachers with help they need in terms of; workload, feedback which they receive on their teaching in order to avoid being isolated from school community. (*ibid.*)

Novice teacher is " Who hold a valid and current initial license." (DPAS, 2008:02) that means who has graduate and start to teach or has no teaching experience. Also, new teacher is as one with less than three years of teaching and whose teaching tends to concentrate on survival and establishing basic classroom daily activities. (Jiun Hsu, 2009: 1- 2, as cited in Huberman, 1993 and Sherine and Dake, 2000)

Novice teachers are those who still undergone training, and have completed their studies, who concerned with those who have just little teaching experience behind them. They sometimes Do not know how to create an appropriate class environment, how to ask questions in right way, and even how to motivate students. They focused mainly on

maintaining the flow of instructional activities and worrying about how to use effective, appropriate strategies in explaining the instruction. (*ibid*.)

Novice teachers cannot strike a balance between work requirement and their personal life. (Almahrooqi, 2012: 190). Being a novice teacher means being concerned from the first day with tests , accountability , teaching a learner centered curriculum , and most important with getting to know that he will deal with diversity of students ,and different cultures language background .(*ibid*.) .Beginning teacher are those who move from the pre-service education to professional practice which are often disorganized to them because there is no gradual induction into work responsibilities as in other professions , in which novice teacher has several roles and responsibilities such as ; being a student teacher , teacher ,and researcher in the same time .(Oztuk, 2008 : 9).

2) The Nature of Teacher Learning

The teacher education process has different basic concepts which includes concepts which are: Teacher learning as skill learning , learning as a cognitive process , learning as personal construction , and learning as reflective practice

2.1 Teacher Learning As Skill Learning

This view sees teacher learning can develop by mastering different skills in teaching or we can call it competences , which underlies successful teaching .We can divide Teaching into discrete skills that the teacher can has one by one .The skills picked out with different approaches such as ; questioning , giving explanation , presenting new sorts of language ; Also, those skills can be considered as a model of effective teaching . Besides, novice teacher training includes the presentation and models of skills by providing teachers with opportunities in order to master them. (Richards, 2005: 6)

2.2 Teacher Learning as Cognitive Process

This view looks to the teaching process as a complex cognitive activity, and focuses on teachers' beliefs and thinking, and how they can reflect on their teaching and learning. It emphasizes that a teacher should be always active , decision maker , who make instructional choices or he /she knows what to do in his lectures by drawing on a complex particularly –oriented **,** he should most of the time independent teacher , and being as context – sensitive on applying his knowledge and, thoughts , and beliefs . (Richards, 2005: 6, as cited in Borg, 2003:81). In teacher education, it encourages teachers to explore

their own thoughts and ideas, and to examine how these reflect their own classroom practice. It includes; self monitoring, journal writing, and critical analysis of events. (*ibid.*)

2.3 Teacher Learning as Personal Construction

This philosophy of education focuses on the idea that learners actively constructed the knowledge not only passively received it. Learning needs to internalize the knowledge through reorganize and recognize, and reconstruct it. Nowadays, learning is going with the learner's personal framework. In teacher education, this had led to an emphasis on teachers 'individual and personal contributions to learning and understanding of their own classroom practice, and it uses activities that focuses on the development of self – awareness and personal interpretation through such activities as journal writing and self-monitoring. (Richards, 2005:7)

2.4 teachers learning as reflective practice

This view of learning based on" the assumption that novice teachers learn from experience through focusing on reflection on the nature of meaning of teaching experience. " (*ibid*, as cited in Schan , 1983 ; Wallace ,1991 ; Richards & Lockert , 1994) that means teachers should focuses more on the reflection strategy in order to get an effective teaching experience . Reflection is a critical process of examination of teaching experience which helps in understanding clearly one's teaching practice, and routine tasks. In teacher education, reflection teaching is conducted by collecting information on one's teaching as the basis for critical reflection through following certain strategies such as; classroom observation, workshops …etc (Richards, 2005: 7)

3. Teacher Development

3.1 Definition

Teacher development (TD) is the growth of teachers' understanding of teaching and themselves as teachers. It usually includes examination of different angles of teachers ' practice as basis for review and can hence be seen as " **bottom-up "** process focused on teachers' practical experience ,and the purpose; of TD are many, the following are some of them :

- Comprehending of how the process of second language development occurs, and how teachers 'roles change according to the diversity and levels of learners they teach.
- Reviewing their own theories and principles of language teaching.
- Understanding the kinds of decision making that occurs during the lectures.
- Developing understanding of different styles of teaching.
- Determining learner' perception of classroom activities …. Etc. (*ibid.*)

Also, TD includes different strategies which include different kinds of teaching practice ; reflexive analysis of teaching practice , examining beliefs , values , and principles which always includes contact with colleagues on essential issues . Besides , to the collaborative work in the classroom , and individual reflections for example ; including exploration of new trends and theories in language , be familiarization with developments in subject matter knowledge such as pedagogical grammar , composition theory , or genre theory . (Richards, 2005:4)

According to Richards, Plat & plat (1992: 374-375) teacher development is:

> Process looks beyond initial training and deals with the ongoing professional development of teachers ,particularly in IN-SERVICE EDUCTION programs this includes focus on teacher self-evaluation , investigation of different dimensions of teaching by the teacher …,an examination of teachers' approach to teaching.

Generally TD is a way of learning which is used to complete training and should be motivated by teachers own questioning of whom they are, and what they can do. (Head& Taylor, 1997:1)

According to Underhill (1986 :1) TD is " The process of becoming a kind of teacher that I personally can be ." which means that teacher takes the whole responsibilities to increase his experience and develop his own profession . TD is more than" career oriented and has a narrower more instrumental and alliteration remit." (Nikolov &Horath , 2006 :308) which means the teacher if he wants to develop his teaching experience ,he should know and recognize his roles and responsibilities , and know what to do .

TD concentrates more on the individual progression of their knowledge of the theory through personal reflection, examination, and intelligent analysis. (Kennedy, 1993: 162). It is also, something that the teacher can do and develop by himself. (Nikolov & Horath, 2006:309 as cited in Wallace, 1994:3).

3.2. Teacher Development Stages

There are five major stages ;the novice , advanced beginner , competent , proficient , and expert stage which focuses on the characteristic of EL teacher and deals with the expertise develop during the teacher' s professional life .

3.2.1. Novice Stage

It includes all student teachers and first year teachers. In this stage, teacher needs to understand the general teaching procedures and /or "context- free rules" . Also, teachers became more rational in their work, but fairly inflexibly in following such rules and procedures. Teacher here start to learn objective facts and features of situations, and gain more experience. (Andrews, 2007 :120)

3.2.2. Advanced Beginner Stage

It includes teachers who have two / or three years of teaching. In this stage, teacher' experience starts to be melded with verbal knowledge which is acquired from novice stage. Also, teachers start to acquire and recognize bit by bit alls similarities that across contexts of the study, but they still thinking that their knowledge and experience lack which make them unconfident of what is important or not to tackle is specific situation. (*ibid*.)

3.2.3.Competent Stage

it includes teachers who have three / or four years of teaching , and more experienced teachers which they start to organize themselves, and control all events around their teaching Besides , that they start make logical choice about what they do , and they have rational goals . Teachers become able to set priorities in deciding their goals, and choose sensible means for achieving those goals. Also, they still very fast, flexible in their behavior. (*ibid*.)

3.2.4. Proficient Stage

It includes teachers who have more than five years of teaching onwards. In this stage, teachers will have a good intuitive and know well how to be noticeable to see situation holistically, and to recognize the similarities between events and can predict when they

may happen within a precise way. Also, teachers are able to bring adequate knowledge to hold problems, but they still analytic and deliberative in deciding what they do. (*ibid*.)

3.2.5. Expert Stage

It includes experienced teachers or teachers who have experienced teaching experience. The teachers here , a have high intuitive grasp of any situation , but they still feel that they are not analytic and deliberative , and they do not know how to respond appropriately inside the classroom .With routines and repetitive tasks , teachers will act flexibly , effortlessly ,and without conscious they choose what they can do or at least have attention , but when problems arise , and with non-routine tasks , teachers in this stage are able to use deliberative and analytic ways to hold those problems ,and effectively reflect and learn from their modest experience . (*Ibid*.)

4. Teacher Training Programs

4.1 Definition of Training Programs

It refers to the activities directly focused on teacher 'responsibilities and is topically aimed at short- term and direct goals. In other word, as preparation for induction into teaching rights and duties, or make new teachers ready to new teaching language assignment roles and responsibilities. Teacher training is a strategy emphasizing development of teaching skills of a student teacher who will be in charge of his/her profession. It involves understanding basic elements, concepts, and principles as essential for applying them in teaching process, which give novice teachers the ability to demonstrate principles and practices in the classroom. Training programs includes attempts to apply new strategies of teaching inside classroom , always within the gaudiness of supervisor or trainer , and using of monitoring supports programs ,besides ,to get feedback from others on one' s practice .Training content is usually set by specialists ,and is often available in standards formats , or through prescriptions on methodology books which includes certain objectives such as:

- Adapting the textbook to match the class.
- Learning how to use effective strategies to introduce the lectures.
- Using effective techniques to ask questions.
- Learning to use collaborative and corporative activities during the lectures.

- Using different visual aids to facilitate learning process.

- Using techniques for giving students feedback on performance …etc (Richards ,2005:2)

"Training programs are view of as a skill which has finite components that can be learnt." (Kennedy, 1993:162). It is being identified with entry-level teaching skills linked to specific teaching context. (Richards, 2005:2). Training programs also, offers the trainees or helps the new teachers to build their own personality and professional career to be able to face all the difficulties and complexities of every day teaching and learning circumstances. They are designed systematically within catalogues of competence which should be developed, practiced, questioned, and evaluated during the induction period. Especially, the training in secondary school is with a two or weekly training sessions, which helps the new teachers to new apply these in their practice. (Picard & Ria , 2011:203,2)

4.2 Pre-service Teachers Training Programs (PRESETT)

PRESETT supporting programs of education that a new teacher receives before starting work . Pre-service teacher used to develop , rise ,and build the critical awareness of evaluation capacities . That means the teacher moves from the idea that he must follow the traditional teaching and learning methods in their courses and programs . In other word , move beyond a concentration dissemination of information . PRESETT programs plays an passive roles , instigate more engaging and critical process . Also, they are methods used to allow novice teachers learn how to work collaboratively on "**talking shop "** about their work without yielding to the usually evaluative nature of such discussion , that is mean the interaction reports of alternative relationships between pre-service trainees , novice teacher and their experienced teachers .

PRESETT programs place where novice teachers can exploit the opportunity for coexisting with the nature of their schools . Also , they are ways used to ease the new teachers process of transformation from their education courses to their actual place of work . PRESETT programs has to have one eye on the context in which novice teacher are going to be teaching ; the other eye can focus on the direct PRESETT contexts , because both contexts may benefit from taking account of possibilities for personalization and flexibility that accord learning issues. In pre-service trainees use different tools can rise their training and evaluate it such as ; online tools . (Edge & Mann , 2006: 6-7-8-10)

4.2.1 Types of Pre-service Teacher Training Programs(PRESETT)

There are different types of pre-service teacher education, but we will take four main pathways of them which can be used to make a qualified teachers that can be found any part of developing world (Lewin,1999,2004:2) which are:

a)   Fulltime undergraduate "college-based" training in purpose built institutions lasting for one to four years with or without subsequent intern ships or probationary years.

b)   Full time post graduate training in higher education subsequent to degree level award.

c)   In service PRESETT systems with varied amount of in university and in school study and practice.

d)   Direct entry into teaching without training often with some form of subsequent certification relation to experience and course attendance.

a) Type One

In this type, programs have different characteristics depending on the level of qualification. The degree level B.ED programs sometimes have additional rewards year depends on whether new teachers complete their basic qualification or not. University-based B.ED may have different entry criteria and curricula to college –based programs subsequently, with replacing concentration as the course proceeds. In some systems teachers can move to certificate, through diploma to degree which takes 6-9 years in training and full-time study combined together with teaching in schools (Lewin, 2004,3)

b) Type two

Postgraduate certificate of education course for primary are not common , and are not usually used . The combined curricula requirements are varied especially , in relation to teaching practice , and the content of upgraduating is commonly seems unnecessary since trainees are graduated . Programs may be offered part-time and non- residential .(Lewin,2004:4)

c) Type three

The arrangement of this type should have two common origins . Firstly ,they have been used to upgraduate or under-graduate new qualified teachers .Historically, this may have been as results of temporal needs in order to certify and those conscripted as untrained teachers , or working as an alternative strategy to qualified status (QTS) to have effective pre-career programs that means they may be provided as a minimum requirements for appointment as a teacher has risen above that of many of those teaching . Secondly, the programs of this type have been designed to meet all the increased demands for new teachers which have greatly removed training capacity radical measures have sometimes been necessary to increase provision .These generally involve short induction periods (emergence training)followed by the mode of residential and distance .(*ibid.*)

d) Type four

Teaching process is like the way of apprenticeships , untrained teachers are permitted to enter teaching by virtue of their final academic qualification , in certain situation , this is adequate to teach indefinitely that is mean the proposed period of training has to be completed successfully . Induction may be systematically supported and monitored, or may

depends on informal arrangements with reporting .In such case if a PRESET program takes a long time to be completed successfully may result in recognition as qualified teacher with no need for INESETT.(*ibid*)

4.3. In - Service Teacher Training (INESETT)

With the increased recognition of the teacher development programs to create well qualified teachers which are applied in several ways including ; conference , seminars , academic reading , classroom observation ,and collaborative classroom research , one form of teacher development (TD) is in –service training programs (INESETT) in which training courses or activities are conducted along with classroom work . They are aimed to create a change in teachers ' teaching performance and that mean INSTT programs resources to forward new teacher' s learning . (Ur, 1996:318). INSTT programs provide teachers for novice teachers in order to help them to adopt to their institution and teaching conditions. Also, INSTT programs are not necessary not only for novice teachers, but also for experienced ones to increase gob satisfaction and develop their own experience. INSTT programs have different characteristics which are contextual, voluntary, individual, and continual development. (Alan, 2003: 11). Through INSTT programs, teachers can evaluate the quality and the current situation of their teaching. (*ibid*, as cited in Breen *et al.* 1989:111-135, Murdoch, 1994:49-56, Palmer, 1993:166-171). INSTT programs create an appropriate atmosphere in which teachers can share and exchange their experience, and their ideas that they have gained from their classrooms. Moreover, where they can overcome their difficulties through discussing with their colleagues or trainers in order to reach both pedagogical goals and contextual knowledge. (Alan, 2003:11- 12)

According to Alan (2003:12) all the experts suggest that the INESETT programs should be compulsory for all novice teachers because they are not aware of their needs yet and that due to lack of practice. Therefore, the trainers and institutions are responsible for trainees 'development in INSTT course. When the trainees are convinced with the idea that they need support programs which can provide them with new skills and methods of teaching and with the fact that they may have a difficulty in integrating them with their previous existing knowledge. Here, the institutions must take its important roles which can help in creating growth and change in the trainee's development. (As cited in Freeman, 2001:71-73, Dubin & Wang, 1990:282-292, Larson- Freeman, 1983:397-417)

Furthermore, INESETT programs should be individualizing, and the trainees should be responsible for their own training. INESETT programs cover teachers' needs ,because many teachers face difficulties in the courses of their career which may not expected in advance, that is why , teachers need INESETT programs which give them an opportunity to be aware of latest innovation and being able to adapt them . (Alan, 2003: 13)

4.3.1. Design INESETT Program

In order to design effective INESETT programs ,it should include the following interrelated factors:

a) Being Classroom - Centered

Teacher development in training sessions should be "classroom- based ." Trainers should provide trainees with implementation directly related to the classroom that trainees have encountered or will likely encounter in a particular institution. The content of INESETT programs should concentrate on the trainees ' concerns that they have about teaching in their contexts, and the materials which are used for a particular topics in training sessions should be representative of those which trainee teachers are using in classroom. (Alan, 2003:1, as cited Little, 2002; Hashwesh, 2003; Hayes, 1995; Sandhatz, 2002).

b) Involving Participants in the Design of the Course

Participants should have opinions on structuring the content of INESETT sessions that means ask for their needs. Before the content of training session determined, participants should talk about the most difficulties they face in their own teaching context. Since TD is individualized, and INESETT is a tool of professional development, the participants should be able to express their needs and interests as to what should be presented in sessions. This will increase trainees' independency and will lead them to feel responsible about their own INESETT program. (Alan, 2003:14, as cited in Little, 2002; Hashwesh, 2003; sandlots, 2002)

c) Covering Case studies

The teaching experience of both trainers and trainees should include a basis for INESETT course instead of "predetermined curriculum". That is why, INESETT programs should be designed to allow the interaction which means to let the trainers and trainees

exchange and share their experiences and ideas about teaching for their particular context which oblige them to be models for each other through speaking about their own stories and anecdotes. Also, trainees may ask for advices and suggestions to increase their teaching practice, and be aware of their colleagues' experiences. So, a case study can be especially, beneficial for novice teachers because they are considered with those who have lack teaching experience and do not know well the system of the school where they teach. For instance , examining other teachers ' experience against their own may help the trainee teachers to recognize their own teaching practice .(Alan , 2003, 14, as cited in Hayes , 1995; Jenlik & Welsh, 2001; Doecke, Brown & Longhorn , 2000; Knight ,2002; sandholtz , 2002)

d) Being Collaborative

INESETT programs should be designed to enhance collaborative work between trainers and trainees, in order to continue professional development. That means participants can work with mentoring teachers or peers to evaluate receiving direct feedback in the same time. Collaboration among teachers should be emphasized through small group work activities in which trainees can discuss their difficulties that they face in the classrooms, discuss the programs, and try to overcome those difficulties. (Alan, 2003: 1, as cited in Hayes, 1995; Hashwesh, 2003; Sandholtz, 2002)

e) Being Reflective

INESETT programs should be designed on the basis in which participants can reflect on the knowledge which they have got from their pre-service training sessions through «follow-up " activity. Also, they should be able to experiment   effectiveness and appropriateness of the   proposed techniques in their own classrooms. Trainees must internalize abstract notions of theory which are presented in their own training sessions through repeated activities or sessions. Teachers believe that the only valuable activity of profession development is in workshops, in which trainee teachers cannot further analyze the knowledge through a follow up process that lead to the results of when institutions decide to apply the INESETT programs should take into consideration the need for reflection of the current knowledge (Alan, 2003: 15, as cited in Hayes *et al*

f) Having Variation in Activities

INSETET activities should be managed to practice a wide range of activities for trainees out of lectures, reading and classroom observation. (Alan, 2003, 16,As cited in Ur, 1992:46). INESETT programs should be different from those activities which trainees always do in their classroom, but should be relevant to their classroom content. So, trainees can get the benefits of professional development. (Alan, 2003:16, as cited in Sandholtz, 2002:18). Variation in activities broadens teachers' skills to avoid using monotonous activities in their own classrooms. Teachers when   recognize their deficiency in their own practice ,they will have growth and change in their own teaching practice. So, teachers who are attending INESETT programs should engage with activities that are unfamiliar, but relevant to their teaching. (Alan, 2003: 15-16)

5. Early Experience

Every teacher remember the first year school days , when they enter their own classroom without any support from the school, supervisor , and even mentor teacher , but just them and their students (Ouzturk , 2008: 21) . Kellough (2005: 01) clarified , the first year of teaching is "full of high and lows with few day – between or neutral" . It is normally that there will be days when teaching seems wonderful ,and days when teaching seems like a hell . So, early experience have significant impact on teachers' practice and attitude to build their teaching career . Especially , first year of teaching is critical , because any new teacher needs a help to recognize his roles and responsibilities of their work and its important . Besides , searching for sources that allows them achieve their objectives in satisfying way . (Ouzturk ,2008 : 22, as cited in McCann & Johannesson, n.d)

In first year of teaching teachers find themselves always in paradoxical situation , they are expected to demonstrate abilities ,they do not necessarily yet have . the initial years of teaching has Been recognized as an " important segment of beginner teacher 's career." That means first year of teaching is very crucial in the same time it can be problematic for novice teacher . It is significant for educator to understand the early experience of first year second language teaching in order to design teacher training programs that would be before coming generation of teacher. The novice teachers should expect that teaching starts as stressful , exhausting , all the time needs much efforts and energy and commitment , and should be tolerant to experience certain amount of fear

during the first years that due to the numerous roles and responsibilities to take on. (Ouzturk ,2008: 22, as cited in Howard ,2006:37)

Early years for instance, is individually , challenging period for all novice teachers due to the wrong expectation ,broken dreams , and serious fighting o one's competence (Roger & Babinski ,2002: 01) , or due to lows beginning pay , huge number of students or large size of classes …etc . Sometimes beginning year of teaching is difficult experience for most new teachers . Any novice teachers may make some mistakes which will be small ones like producing an inappropriate question … etc it cannot be serious , but others can make serious mistakes which can threaten their career (Ouzturk,2008:22)(As cited in Thompson , 2007:10).

Considering the fact that early experience may be struggling time for novice teacher , for that reason , schools have tried to can provide them with programs that can help them such ; induction training program and mentoring . If there no support program , the new teacher should try to build a connection of supports because novice teacher without support his first year can be more overwhelming. The best way for surviving in first year of teaching is to develop practice professionalism which means being skillful as a competent educator .(*ibid* .)

6. Drop-out of new teachers

In many teachers educational books, articles, and journals are assumed that the majority of new teacher are leaving the profession in the first few years, that called: Drop-out the teaching. Drop-out is defined as pre nature leaving from teaching profession, whether voluntary or not that that is associated with induction phase. Especially, Novice teachers who are not experienced veterans are the most ones who are most often quitting.

The concept teacher drop-out can be characterized taking into consideration two main notions, which are: drop-out as inherent feature of any professional, drop-out as a symptomatic trait of a particular profession. the former one is viewed somewhat necessary evil, that is mean sometimes is beneficial for teaching professions if teacher who recognize that they have teach skills or desire to work with student them is better for them to change the profession ,and is for their benefits and also, give the opportunity for talented teacher . The second view , dropout may seen as sign of profession dysfunction . This

perspective view highlights the extent of teacher attrition and negative fallout for school , but this both views are situated in continuum . that means ; The teacher dropout appears to be inevitable and even necessary (first view)as long as it remains relatively limited and stable .It means when dropout rates increase , with negative results to education systems here the inherent nature of teacher dropout takes on an added problematic phase that places it in the type of a sign of professional dysfunction (second view) .

Teacher dropout is an interdisciplinary problem from educational perspective . Generally dropout of novice teacher is understand as a voluntary , and premature departure from their teaching profession , because they are coping more and more challenges and problems .(Collin , 2013:142). To illustrate , in the United States , teachers dropout rates in the first years range from 30% to 50%tha due to the lack of support and many problems .(Ozturk , 2008: 20).

7. preparing for teaching or being prepared for teaching

Today's' teachers enter to teaching profession through increasing range and type of preparation programs . Consequently, it is important for those the induction experience to be aware of understanding and skills the new teachers should have in their initial teaching experience

Many earlier decider teachers follows traditional routes to trenching preparing to teach , while they are either university students or five years program of study. The study of subject matter they will teach. In addition to learning the subject matter, new teachers need to know about knowledge and general arts of teaching. So, effective teacher preparation program should include the following in knowledge basic that is at the heart of learning and shaping professional practice .

- Knowledge about learners ad learning , for example , what are the things that motivate , control the students behavior also , knowing about learning theory , diverse learning , and cognitive psychology .
- Knowledge about curriculum and teaching that means understanding the general pedagogical implication , curriculum theory , assessment , evaluation ,counseling , knowledge about English language since they teach it .

- Knowledge about context and principle of education such as ; having a review about schools' society ,system and culture .(Darling .Hammond , *et al.,* 1999: 35-38)

In order to help, new teachers to apply this knowledge into the classroom, most preparation program should include a range of guided field experience under service of more experienced teachers and /or university supervisor . In general, teachers can be expected to bring this knowledge and experience to their first position ,.Nonetheless , novice teachers are hardly complete their studies about teaching profession. (Batteral,2004 :6-7) .Although, there is no way to be completely prepared for teaching profession . all undergraduate preparation considered as a small part of preparation . Preparation for teaching needs both acquisition of knowledge and the ability to apply it , and developing a critical behavior and skills for (Ouzturk , 2008:23,As cited in Moyles and Robinson , 2002) Since teaching is organic and dynamic rather than a static process , and changes in its procedures or approaches occur periodically and with relative frequency (i*bid*, as cited in Holmes 2006; Wyatt III & White , 2007).The common perception that the teacher should able to teach are the all the students are under responsibility of new qualified teachers have as much right to have a good education as the one taught by a 20 year-experienced teacher . Like any skill or profession , learning to teach it is also, Development process , that can never be completed ideally , but it can be improved . There is a fact that the more you experience the teaching and learning processes the more you will recognize that still thing needs you to know it , that is what make teaching a great profession ,but potentially, Depressing .(*ibid a*s cited in Bubb ,2003)

Beginning teachers either new graduated students teachers ,or teachers who starts their first teaching are mix between personal professional . although the professional side may be a little more critical on the beginning time ,they seem to be temperate about classroom atmosphere they want to foster and have enjoinment for being with learner and new learning , this only one aspect of teachers 'role who needs to posses many other skills . For that reason, Ozturk (2008:23, as cited in Alaunal , 2002) listed the important criteria for an effective teacher as being organized , existing as a good sample for teaching , keeping an independent personality , expressing a democratic life learning , practicing an understanding of improvement , having love for and strong ties with teaching profession setting positive and reliable communication , knowing the student well, creating an appropriate learning environment.

Professional

- Good organisation
- Flexibilty
- Thinking in you feet
- Delegation-give learners resposiblity
- Appriciate others' skill
- Professional relationship with staff ,
colleges ,
learners
- Lay down few but clear ground roles
- Know the learners

- Consistency
- Honesty
- Be aware of own

- Unlimited patience
- Empathy with learners
- Respect for individuals
- Not being patronizing
- Sense of humor
- Positive outlook and attitude
- Encouraging
- Approachable
- fair

Be yourself   **personal**

Figure 01 : what makes a good teacher (Adapted from Moleys &and Robenson,2002:03)

Also, beginner teacher should acquire three areas which conducted by National Academic Education (NAE) these areas of knowledge are : knowledge of learners and how they learn and develop within social context ; understanding the subject matter and skills to be taught in the light of social purpose of education , and understanding teaching in light of the context and learner to taught as informed assessment and supported by productive classroom environment .(*ibid.*)

39
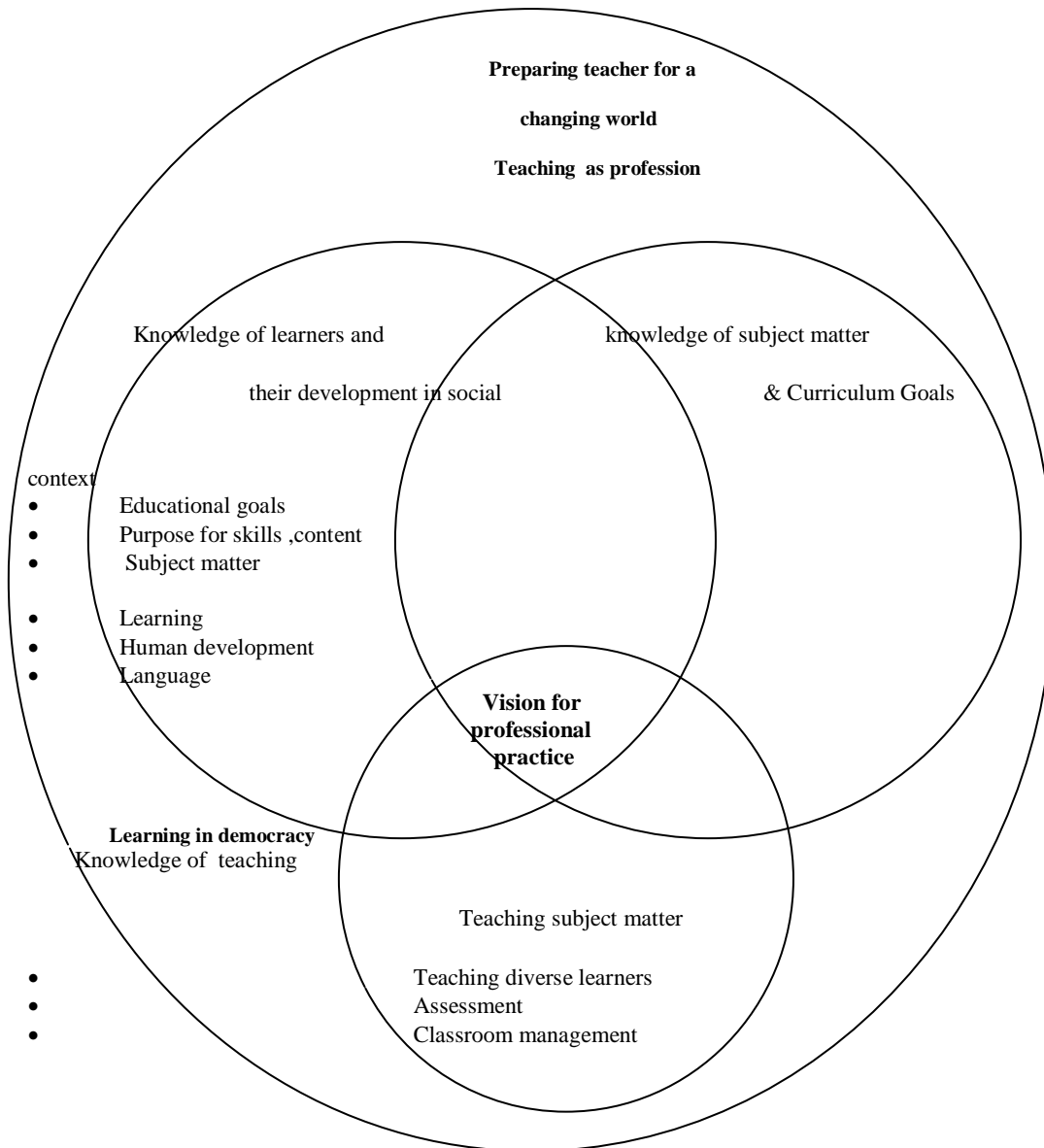
Figure 02: a frame work for understanding teaching and learning (Adapted from Ouzturk, 2008: 25) (As cited in NAE.n;d:06)

Successful teachers are

- Patient with their student , their colleagues , and themselves
- Able to let their students know they are care about them
- Energetic and willing to work
- Able to engage students whose attention span is brief
- Optimistic that what they do today affects the future
- Successful at listening to students both in group and individually
- Able to make a quick decisions on variety issues all day long
- Enthusiastic about their subject matter and about their students
- Efficient at planning ,organizing ,and managing time
- Not afraid to ask for help

Fegure 03   : characteristics of successful teachers(Adapted from Tompson, 2007:07)

In order to become an enlightened teachers should follow seven stages which are :

- The searcher , who is working to survive to fit in being loyal and dependable .
- The competitor , who is successful but trying to be better than others .
- The protector , who is interesting to build appropriate learning environment.
- The mentor , whose role is to support others , and how to improve their experience .
- The creator , who is manifesting to create harmony
- The leader , who is wise , truthful , and inspirational to live the now .
- Reformer , being one with all , peaceful , non-judgmental.(Ouzturk , 2008:26 as cited in Jax ,2006)

According to Bubb (2003: 119)

"Becoming a really good teacher is like a long journey some parts will be smooth
and fast flowing , others stressful and full of traffic jams-put you'll be
making progress all the time even if the congestion you meet reduce
your speed to only five miles an hour induction and all professional
development can help you picking speed in your journey. "

Conclusion

To end up this chapter, we can say that being new qualified teacher is not an easy mission for novice teacher especially in the initial period of teaching .Therefore , novice teachers must have good induction preparation by providing themselves with sufficient background about the process of learning to teach, and how to develop their professionalism. In order to achieve that at first, new teacher should all the time try to survive rather than to dropout from their job, though benefits from expert teacher and training programs which schools may provide them with it.

Chapter three: Common Problems and Challenges of Novice Teachers in Early Years of Their Teaching

Introduction

Chapter three: Common Problems and Challenges of Novice Teachers in Early Years of Their Teaching.

Introduction

   Adapting a new society or environment is a valuable process for new teachers. Since it is both kind of excitement and worry to enter a new environment. The new teachers enter in teaching with their habits and the impact of their previous experience which may cause some problems and difficulties . This chapter provides a conceptual review conducted on novice teachers ' problems and challenges encountered in their first of teaching. It is presented in three major phases ; work-related problems ,social concerns challenges , and the needs for professional supports

1.Work –Related Problems

According to Holmes (2003:237):

> The degree negative stress experienced by members of the same profession varies me tremendously from individual to individual , but it is fair to say work place are stress does appear to e on the increase negative is not be ignored . Its affects reaching and can lead to life – threatening conditions.

There are three major problems that novice teachers face with work –related concerns which are : workload , instructional , and classroom management.

1.1   Workload Problems

   The most complaint that we hear from new teachers , is workload problem. Although novice teachers have get allocated time to devote for induction preparation programs, assessments ,and planning , but still exiting some feel of that the time not enough to do it . (Holmes , 2006:68) .Workload is commonly related in spread stress , teacher burnout , and low job satisfaction (Timperly & Robenson , 2000:147). One of the most difficulty that novice teacher face in related –work is lack of time or workload . Novice teachers most of the time feel that they are not able to learn to manage their teaching , and they are incapable t carry out all the work (Ouzturk , 2008:29, as cited in Britt**,** *et al.* , 1997)

   Workload may lead for lack of teacher personal connection , and social time spend out because it takes novice teachers from their friends which results depression .

Novice teacher concerns divide workload into different categories ,so we should include the items like excessive paperwork , extra curricula activities , different teaching assignments , every day duties …etc , because novice teachers have what we call ' lack of spare time'; since they must spend many hours with lesson planning , evaluation of students work . (Walsdorf & Lynn, 2002: 74)

According to Britt (1997:04)

> paperwork takes up to big portion of my day : behavior problems eat up a lot
> of time , paperwork eats up the rest it all must be done after school and on
> my own time , there is unbelievable amount of paperwork , lesson plans
> notes home concerning disciplines , grading papers , conference .

This means that teachers face many frustration due to lack of time to complete all their ordinary chores and paperwork . It is very difficult for new teachers to find for devoting a research .Having very much workload and feeling that they are obliged to complete their duties on time lead them to take it to their home after work and that lead to the complaint of paperwork taken time of work .(Ozturk ,2008:29, as cited in smith and Sela ,2005:293-310)

Workload that contributed most lead to desire to exit profession was due to the large class size , workload is the pressure placed on teachers to do more but in the same time amount of time as previously given . The excessive of workload ii due to reduction of in-service to students and cause the greatest stress and guilt for teachers. (*ibid.*)

Most novice teachers considered the workload as the most stressful part of their profession , because they spend most of their evening and weekends on correcting the students' homework ,preparing lessons , completing administrative paperwork's . Novice teachers who leave the profession argued that the time consuming burden of grading papers night after night and planning lessons was one of the worst aspects of the job . (Ouzturk , 2008: 30, as cited in MacCann & Johannessen , n.d : 142) This fact support that much of what teachers do takes place outside the classroom , like planning lessons , assessing students ,choosing what they will do in implementing the instruction (Ouzturk , 2008: 30)

According to Uhlembeck *et al.* (2002: 246) "if we limit teaching to performance of in the classroom , we leave out much evidence about teachers ' work "which means all the time look away from instruction are being expressed by novice teaches . Also , novice teachers have dissatisfaction with long-hour meeting , planning time , over – profession of

paperwork , overshadowing classroom management issues ,non –organized duties , and time pressure (Gilbert ,2005:36-37)

Novice teacher management work day by day becomes more pressing , so they feel over – oppressed by daily milling of planning , grading supervising and meeting .Also , beginning teacher most of the time have a larger number of preparation and a greater share of extra curricula duties and activities which take much of teachers ' time , difficult teaching alternative assignment , besides to exhaustion and illness often take a toll (MacCann &Johensessen &Ricca, 2005:32) . Therefore it is important to provide new teachers with logical teaching assignment . Normally , new teachers should have only a couple of manageable preparation , with low effort from classroom to classroom . It is necessary to keep workload as manageable as limit the number and the scope of extra teaching duties for the newly beginner teachers . Moreover , novice teachers must be ensured , as reasonable for giving new teaching assignment , this difficult conditions cannot destroyed them but it may make them more stronger .It is quite normal to feel overwhelmed at certain times and one never has to undertake every things all at once as the teaching is not only profession in which this can happen (Ouzturk ,2008:31, as cited in Homles ,2006:68)

Beginner teachers often fell overwhelmed by complexity and workload of teaching . Most of them suffer from fear ,anxiety, stress, and feeling of inadequacy .(G.M.Steyn ,2004:86).

1.2 Instructional Challenges

Lately , novice teachers encountered other important difficulty in classroom practice which are :

- How to vary instructions to develop , and facilitate education for all students ,
- How to provide as much as possible opportunities for students to learn
- How to keep an adequate personal strength
- How to bring an effective materials to use
- How to broaden and deepen learning through varied instruction such as cooperative learning, experimentation discovery methods, non-centered learning modes
- How to assess students ' level of development accurately in relation to criteria
- How to articulate what students background
- How to assess their instructional strategies and methods

- How to meet the expectations through students works

- How to use precious assessment to plan the next lessons. (Ouzturk ,2008:32, as cited in Athanases & Achinstein,2003:716-746)

Concerns consistently included among new teachers are curricular planning and instruction , .Aresources and instructional tools students assessments and technology help (Ouztuek ,2008:32, as cited in Lundreen , 2004:549-564). Applying pedagogical knowledge involves several things such as understand individual students 'needs , which are skills , methods , and techniques for teaching students and guiding themselves . Instructional challenges compose the essential of teaching profession .So, they are and varied according to the students and teaching demands like before –class, in-class challenges ,and their other-class challenges (*ibid.*)

The before - class an effective planning is the main difficulty for novice teachers who should compared to other experienced teachers , they are challenged by setting appropriate expectations for students and designing curricular materials to their students .(Ouzturk ,2008:32, as cited in Achinstein &barret,2004:105). It is very important when novice teachers ' mapping a lesson as with highly diverse components as ground work for exploration of issues and concepts' . furthermore , curriculum can be striking problem, in other word as the new teacher s ,being obliged to adopt a pre-prepared curriculum and materials . However , teachers are obliged to construct curriculum well as develop it , which means that new teachers will cannot rely on pre-packaged curricula and materials (Ouzturk ,2008,:32, as cited in Grinberg ,2002: 1439-1440)

Waytt III and white (2007:55) defined 'one of the most productive tools to be used in teaching career is planning …whatever the design style , a good lesson is you friend' which means a good lesson plan leads to you to have effective teaching career . Although creating lesson plans seems difficult , well-designed lesson plan enable not only to teach the material ,but also , fill the class with helpful practices .It is stands for a necessary component for good preparation or choosing appropriate subject matter which   refers to different issues such as learning subject concepts ,content taught in the lesson including its meaning , understanding and sources (Ozturk ,2008;32, as cited in Wong ,Strong &Odell ,2004:575-813).

Many new teachers struggle with teaching context . they should recognize that is not necessary to do their duties just like written on plan books (Ouzturk,2008,33, as cited in Lundreen ,2004:549-564). Also, they should prepare themselves for unexpected things and be flexible as no one can be ready for everything . So in order to implement as efficient as

planned , it is important to acquire strategies and know how to exploit them as a beginner teacher . The lack of instructional background of the new teachers , difficulties in meeting the students needs , lack of strategies resulted more foiling .New teachers readiness and willingness is very   important element , they can find it difficult to achieve learning objectives or it will difficult to be aware how leaning happening . (Ouzturk ,2008:33) .New teachers made a lot of errors on the instructional implementation due to

- attending long – range of and daily planning

- concentrating on negative points in the classroom

- NQT requiring students to raise hands before responding that means allowing the students' hands to be raised to long

- Spending much time with one students or group without monitoring the whole class

- Beginning new activity without getting all students' attention

- Pacing teacher talk and learning activities

- Using ineffective facial

- Expressions and body language

- Relying too much on teacher talk

- Using time inefficiently

- Interacting with chosen students rather than attempting to make them all work

- Using threats , and poorly worded and ambiguous questions

- Introducing too many topics simultaneously

- Being inconsistent, nervous ,and worried

- Taking too much time for one activity …etc .(Ouzturk ,2008:33, as cited in kellough , 2005)

While in –class instructional challenges , teaching problems get highest portion in Mentor- Novice interaction in the most of studies . The sub- categories of teaching problems deals with lack of teaching methods , techniques approaches and instructional tips .The problems that happened in implementation the instruction due to the lack of skills which is normally needed to use it in classroom to enhance the knowledge base of the students , or being challenged for teachers when it comes to control the system(Ouzturk , 2008:34, as cited in Waytt III & White ,2007) . Furthermore , learning style of pupils bring some difficulties ,because there diverse ,cultures , abilities , interests of pupils in the classroom .School context can cause some challenges in the concerns of novice teachers (Ouzturk, 2008:34, as cited in Holmes ,2003:68-79).

Thus , teacher education programs should be much more helpful for new teachers to become 'culturally responsive' to pupils ' learning needs because the response about teaching in diverse classrooms revealed more uncertainly their confidence. (Gormley *et, al* .,1994:01)

Novice teacher face another instructional difficulty appears after teaching finished .Evaluating the progress and keeping track of what pupils have understood and are related-part of the instructional tasks , because assessment appears any time as an essential link to instruction in the classroom , this may compose a difficulty related to evaluation process . Thus , one of the most challenge for first-year teachers will be leaning how to evaluate their pupils development in fair and accurate way. During this time the most difficulty is when they design test , quizzes , and other instruments to evaluate what their pupils have achieved .(Ouzturk ,2008:36)

Assessment is another problematic task for new teachers , because they have to determine materials to classify pupils and know if they are receiving the desired objectives. It is difficult , but valuable both determining how to pupils are doing , and also how the teachers is doing as new teachers (Ouzturk,2008:36, as cited in Waytt III& White ,,2007)

1.3 Classroom Challenges

It is very serious problem for novice teachers which is concerned with many issues such; as behavior management ,and curriculum management .Novice teachers feel equipped to handle classroom realities, routines tasks ,and making decisions .It includes working with students who have poor language skills .(Steyn ,2004:86)

According to Achinstein &Barett (2004:717) claimed that novice teachers considered management as a pressing problems which concerned with curriculum and instructions .They suffer from both practice shock which is described as the transition from idealism to reality and complexity of classroom life ,and the cultural mismatch between pupils and new teachers that resulted in perception of diversity as problem and negative characterization of pupils .

Novice teachers struggle to cater to classroom pupils who have diverse needs , reports and assessments for students to have best of their ability , deliver quality lessons with various teaching strategies , and employ a range of management strategies to solve aberrant behaviors .Moreover , lack of induction preparation make new teacher failed to meet all the classroom demands (Nahal ,n.d :03)

Classroom managements pertains to everything new teachers do to organize the time ,the space and the students is such effective instruction can be taking every day (Ouzturk

,2008:36) .It is the major concern of new teachers , sole of them describe it as the monster of first year of teaching nightmares (Howerd ,2006:37) this means that classroom management is the single most difficult challenge for novice teachers , often feel that they are enable to manage their classroom in a sign of weakness , and they have no confidence on themselves if they can teach different ethnic , racial   , linguistic , which may result lowered expectation and linked practice (*ibid.*) .

One of the most identified particular persistent problem is that often new teachers ' management or control and pedagogy as separate parts of practice rather than integral dealing with difficult classes with unorganized pupils and challenging groups of pupils cause them to feel sometimes nothing is effective in governing the difficult of control of classes .(Ouzturk ,2008:37)

Ouzturk (2008:37) designated that discipline and classroom management is the most prevalent problem as negatively affecting their progressing identity as a teacher .It is shown in inner struggle and contradiction of novice teachers . (As cited in Lundeen , 2004:555)

Many new teachers are overwhelmed by the immediate issues with pupils behavior and control are enable to focus beyond classroom management , since many of them face students h do not meet preconceptions   ; teacher become planning instruction just to control misbehavior of the pupils . They are mentally represent classroom problems in matter of instruction , assessment , curriculum planning .(*ibid.*).

2. Social Concerns Challenges

Studies shows that social concerns take attention in the point of view of novice teachers on large size , as well .Howard (2006: 76) claimed that teaching is about building social relationships which show the social worries of novice teacher , because building relationships requires a range of skill to organize , to deploy pupils concerns such as communication high pressed environment which depends on three basic challenges are : social status and teacher identity relationships with students , and conflict with colleagues

2.1 Social Status and Teacher Identity

Social status and teacher identity are two important issues among the social concerns of new teachers . Teacher are perceived it both as social challenges and power in building social relationships . The concept of identity reflects how teachers see themselves , and

how they enact their roles with social instruction of the classroom (Richard ,n;d :09) . However , it starts quite difficult for many novice teachers to construct their 'teacher identity' in the early years , because they bring their unique history or background to their pedagogical identity in different context of teaching profession . Novice teachers 'construction of teacher identity relates both social and ethical concerns (Ouzturk ,2008:40,as cited in Agee , 2000:747-774) in his study , examined a novice teachers ' efforts to construct a teacher identity while struggling with ideological and ethical . this means , their previous background is often overshadowed by feeling of isolation is terms of ideals , because they tend to sacrifice ideals for more traditional practice .(Ouzturk , 2008:47, as cited in Stanulis ,*et al. ,*2002:71-81) . So, it is seemed that one of the major novice teacher challenges face is how to build 'teacher present' . moreover , the conflict between personal identity and public identity can be considered among the factors that make feel undecided and confused .(Ouzturk ,2008:40)

Different social and educational factors challenge new teachers in attempts to focus on individual pupils ' learning , problems which focuses on individual pupils who varied and complex . Responding to pupils 'needs and knowing what are those needs are harder than to know about subject matter and basic pedagogy of teaching for novice teachers .(*ibid.*)

Building effective relationships with pupils is ongoing process which cannot be done by following some generic recipe and adopting a few quick tips (Ouzturk,2008:41) . Talking about student problems, beyond the concern of mow good relationship between pupils and, the most frequently perceived issues are "individual differences" and "behavior problem". So, understanding teachers to build good relationships with them.(*ibid.*).

2.2 Conflict With Colleagues

It can be hard for new teaches to assert themselves when they joined at new school community , and are not yet reflect fully settled into the way things work .(Holmes ,2006:107) . The biggest misconception for new teachers is asking for help is a sign for weakness , and one of the hard realities in the relationships with other teachers is either disinterest or their dominant attitude towards new teachers . Many novice teachers become concerned that asking for help, to solve classroom problems will show that they are not competent teachers .In other words , novice teachers feel that they are not able to make decisions when their colleagues continually questioned about their decision .Rather than keeping silent, it is better to for the best teacher in the school and ask him about their first

year of teaching which will help them to reduce their worries and depression ,because the lack of teacher –to-teacher dialogues in schools affects the morale and even discouraged the growth of professional development of new teachers .The lack of opportunity for collegial conversation may have even greater implication for beginner who are in earliest years and most vulnerable of professional development (*ibid*).

3. The Need for Professional Support

Professional support , both before and ate the teaching starts , is important factor for the new teachers development ,because all of them need frequent feedback , support gaudiness , and encouragement in the early years of teaching . Moreover , " induction is not isolated program , but rather is the first phase of a career –long development plan' (Brock &Grady , 2006:113) the aim here, is to address the concerns of teachers in the beginning stage of development .After the induction phase ends a teacher's need for professional continues.

In teaching profession , comprehensive and well-designed in-service education programs as a professional support for novice teachers are a vital needed . These programs should reduce the problems that are comes from classroom managements , planning lessons , and instructional materials .(Outurk ,2008:47, as cited in Mthiyane ,1989)

According to Brock & Grady (2006:48) development program based on ' a sequenced set of professional growth activities that provides supports and assistance to new teachers throughout their induction years' Pertinent and meaning full professional development applications include intense mentoring , collaborative teaching , reflective practice …etc .It is accepted that "levels of confidence can be enhanced through cultural support and acceptance, affirmation, consultation, interaction and integration with other teachers" (Ouzutric, 2008: 47, as cited in Lundeen, 2004:56). novice teacher's experience necessitate require a primary mode support since teaching is a hard profession needs both social and emotional supports of other .All these bring the need for professional supports in the induction stage to light

3.1 Supervisor Challenges and Administrative Problems

Gilbert (2005:33) suggested that supervisor 's task is:

> To embedded support and professional development for new teachers in the day –to – day work of teaching by building collaborative structures that offer new teachers multiple opportunities to interact with more experienced colleagues while doing meaningful work . Such interactions offer both sorely needed emotional support and instructional potential developing the skills of new teachers and veteran teachers alike.

Novice teachers need to have a positive achievement whenever possible to establish positive relationships with supervisors .(Ouzturk ,2008:48, as cited in Thompson ,2007:10) .There in teaching life an essential fact which all the novice teachers will be always inspects throughout the career by certain supervisors such as ; head-teachers , mentors , inspectors , induction tutors ,...etc.

New teachers considered the supervisors' observations and evaluation as the number one cause educational stress ,because logically , no supervisor will have a strong sense of teacher's performance and experience after conducting just one or two observation . Thus novice teachers ' evaluation should be done in separate time with engagement of professional conversation about the observation .

Still , significant differences appear among schools and teacher in the view with respect to their purposes of induction and to the nature of the induction tutors 'roles .For example , most of supervisors focus only on teachers ' performance , handing , group work , lesson organization strategies without paying attention to know how to focus the new teachers on students learning , diversity , and equip in supervising . (Outurk ,2008:49 , as cited in Athnenasses & Achinstein 2003:105) . The lack of supervisor support and lack of time in collaborative conversation , unclear boundaries are due stress (Stanulis ,Falton ,and Pearson ,2002:77)

There are also, some administrative problems that bother novice teacher . For example , some of the feel uncomfortable with how they are composed with colleagues or how their pupils compared with their colleagues ' pupils .Besides , to the grad change at the beginning of the school year . new teacher may face challenges with administration .for example :one novice teacher (NT) described

> I had those expectation set for fourth garden , and felt like 'oh ,man , am so organized and am
> so ready to go, my room is ready and then a changed to someone else 's classroom and
> even though she was willing to leave everything ,she does have some difficult beliefs
> about things , and then I had to get in this first grade mindset.(*ibid.*)

New teachers should be encouraged to know how to learn to take control of how they teach set high standards achievements .Also, they must be included in the decision making process rather than being passive observer (Ouzturk ,2008:49).

3.2 Social Context Problems

In this dimension , researchers identify a "cultural mismatch "between new teachers and the school including other members .For instance , it is claimed , "New teachers are disproportionally placed in the school and classroom with pupils from low-income families , pupils with diverse language abilities ".(Achinstein &Barret , 2004:716)

It is reasonable realized that the environment from which novice teachers come from does affect them and their way of teaching ; many of them encounter with cultures different from theirs .; the cultures having underlined different priorities and different philosophies in teacher training courses , and the culture of the schools where they had to work with different perceptions .Also, new teachers face a personal problems such as : social context adjustments , cultural diversity that they may encounter can language difficulty between pupils or school and the new teachers , or social conflict and fanaticism in the classroom , having had few discussion on the ideologies implicit in curriculum and assessment or what strategies they might use to encourage real learning in different context .(Outurk ,2008:50, as cited in Agee ,2004:747-774).

New teachers lack opportunities to observe , hypothesize , test ,and reflect on ways to reach pupils whose cultural background differ from their own .So , novice teachers should have "see beyond their own cultural walls and seeks out a range of activities that capitalize on the strengths of individual leaner ". .(McBee,1988 :56)

There are several factors lead to the feel insecurity in the school context like lack of potential supports , extreme management problems , the pressure of accountability that led to self –doubt , the school administrators and fear of being judgment unfavorably by others .(Outurk ,2008/:51, as cited in Stanulis, Fallon ,and Pearson ,2002:71-81).

3.3   Mentoring problems

Mentoring is what the supports of experienced teachers give for novice teachers which become very useful in many school work wide .Its main aim effect is both a professional development and personal supports .Mentors might be driven by an attitude to get the new teachers n particular way because they might believe it as the best for which is false conception . At this point , new teachers suffer more when their mentors ineffective in being supportive . Moreover, novice teacher sometimes suffer from mentor when they are unavailable most of the time or badly matched that they cannot offer much help .(Outurk ,2008:52).

Conclusion

This chapter conducted in the first years problems and challenges of novice teachers which indicate that they are victims of the teaching reality shock especially, inside the classroom. Some of teachers suffered from a lot of from classroom management and instruction management . Others faced a big difficulty with workload. Also, it is difficult for them to reflect in a new school context. They have conflict with their colleagues, besides, to the social challenges mentoring problems ,. Hence , novice teachers need extra training or help to handle those problems.

Chapter Four: Data Analysis

Chapter Four: Data Analysis

Introduction

In this chapter, the teachers' questionnaire was used as a tool for collecting data which will enable us to diagnose the problems that secondary Novice English language Teachers face in the early years of their   teaching , At Al charif Al edrissi High school . M'sila . In addition we target their views about the teaching profession . We also, wanted if they have taken sufficient training programs , and if they really can overcome their problems . Besides , We want to know their difficulties to help them by suggesting some solutions.

1. Description of the Questionnaire

The questionnaires had been handed to Seven novice teachers of the English language at: Al charif Aledrissi high school with different levels. the questionnaires was distributed to our participants , and after two days they brought it back. Some of the teachers asked for clarification about some questions. It contains twenty questions. Many questions were divided between "Yes, NO" and open ended ones. It includes three main sections:

Section one: It includes four main questions, it aims at finding general background information about the participants, their sex, teaching experiences, educational level, the number of classes they have in a week, and the number of hours they teach.

Section two: it includes four main questions. This section revolves around teachers' first year experience , and other induction and training progress, and their opinion about teaching as specialized members. Besides, teachers' difficulties faced in their first year.

Section three: there are three questions which are mainly discussing the points stated as follows: the difficulties that novice teacher faced inside and outside the classroom , and the most general difficulties they face and also, the effectiveness training programs, in addition the support programs they need to improve their teaching.

Section four: it includes four principals questions which are: the ways that novice language teachers used to overcome their problems, what kind of supports' programs they need in order to increase their level of teaching.

2.The analysis of the questionnaire

Section one: Background information:

Question01:Gender distribution.

Sex	Male	Female
N°	1	6
Percentage	14%	86%

Table 2:Gender Distribution.
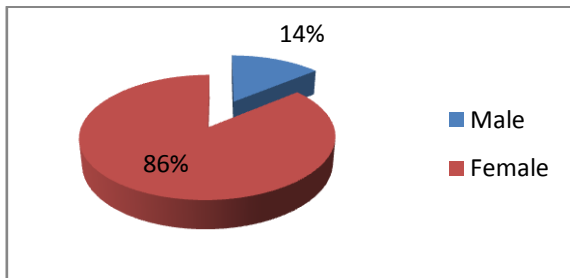
Graph 01: Gender distribution.

We have noticed that the majority of participants were female which represent 86% of the teachers , while male teachers accounted for only 14% From the whole number of our sample

Question 02:How long you have been teaching?

years	One year	Two years	Three years	Four years	Five years	Six years
N°	1	1	0	1	1	3
percentage	14%	14%	0%	14%	14%	44%

Table03: Years of Teaching.
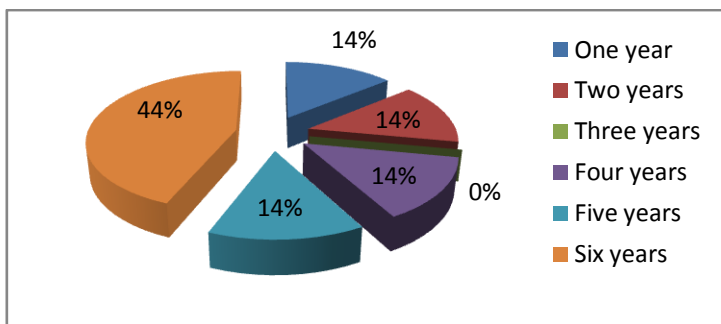
Graph 02: Years of teaching

We have noticed from table"04" that all participants are still under the induction period that means they are considered as novice teachers .The majority of them have six years of teaching experience which represents 44% , and 14% of the teachers who have five years of teaching ,and the same rate for teachers who have four , two and one year represent only14%.

Question 03: How many classes do they teach?

number	1-3	4-7	8- more
N°	1	6	0
percentage	14%	86%	0%

Table 04: Number of classes they teach
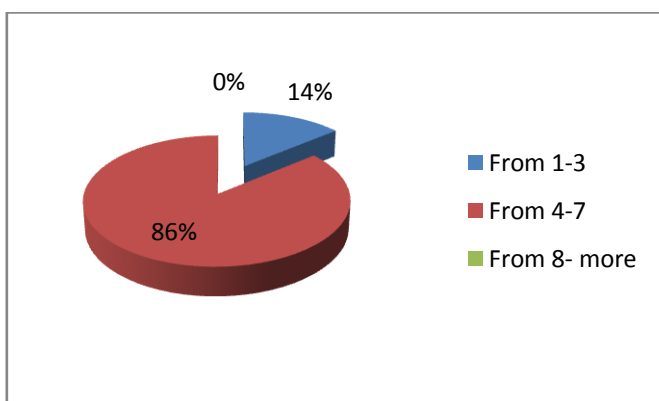
Graph 03: Number of Classes that Novice Teachers Teach.

We have remarked , here , the maximum number of classes the teachers of this sample have are from 4 to7 classes it represents(86%).Whereas, there are only (14%) of the teachers who have less than the former number of classes .

Question04:How many hours do they have in a week?

options	7-9	10-16	17- more
N°	0	7	0
percentage	0%	100%	0%

Table 05: Number of hours they teach.
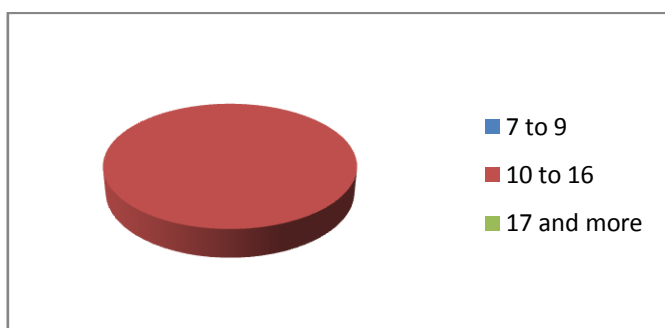
Graph 04: Number of Hours that Novice Teachers Teach

Here , all the participants teach hours 10 to 16 in a week which represents (100%), and that make them under a big pressure , and they think that those hours are too much.

Section two

Question 05: what Strinking things or events have teacher encountered with since they start teaching?

Options	Some unexpected things or situations that surprise them	Some negative implementations that disturb them	Some positive situations that make them satisfy	Unexpected and positive situations that surprise and satisfy them at the same time
N°	3	1	1	2
percentage	43%	14%	14%	29%

Table06: strinking things or events that novice teacher encountered.
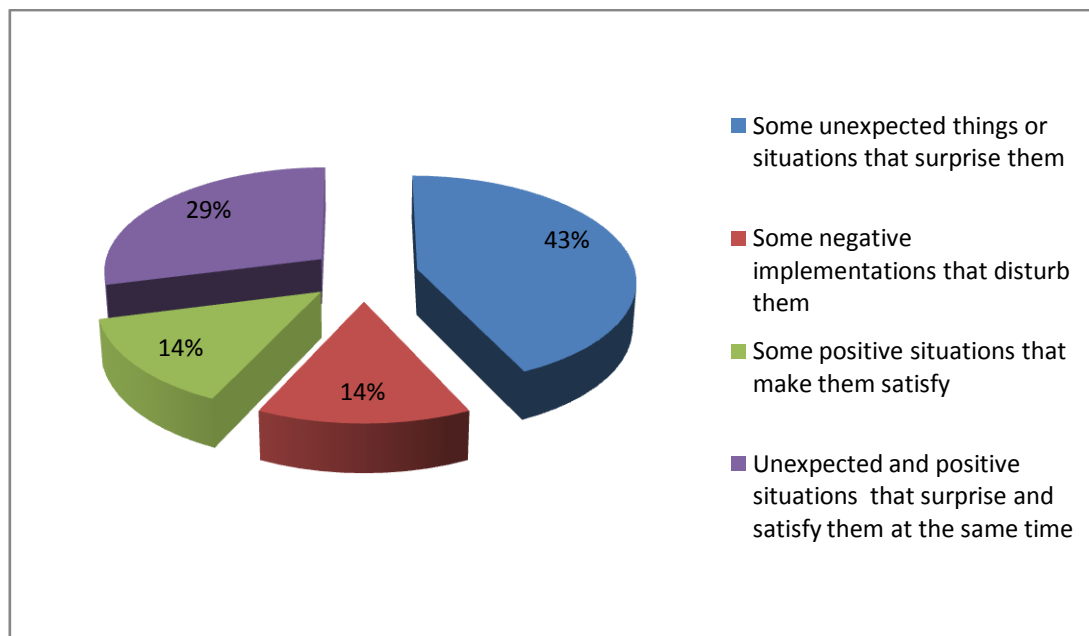
Graph 05: Striking Things or Events that Novice Teachers Encountered.

The participants here , have mentioned opinions about the things and events , they find from the beginning of their teaching profession ,and their answers are as follows : (43%) from teachers said that they found some unexpected things and situations that surprise them by giving some examples such as ; bad behavior of pupils ; impoliteness, low level , de-motivation , no effort, carelessness … etc . Besides to the ignorance of the importance of the English language . Some of them mentioned that they get no help from their college, and the huge number of students . Also , there are teachers who said that there are irrelevant , and uninterested lessons …etc. besides there was only(14%) of the teachers who find some negative? , and (14%) from teachers who find some positive situations that make them satisfied such as:

Pupils who have a good level that the teachers can help to make them reach easily the objectives of the lesson. Pupils who are actively , cooperatively participate …etc . moreover, (29%) of the teachers who find both unexpected things and situations that surprise them ,and some positive situations that make them feel satisfied.

Question 06. Do they think that teaching is a Difficult task or not?

Options	Yes	No
N°	7	0
percentage	100%	0%

Table 07: Whether they think that teaching is a Difficult task or not.
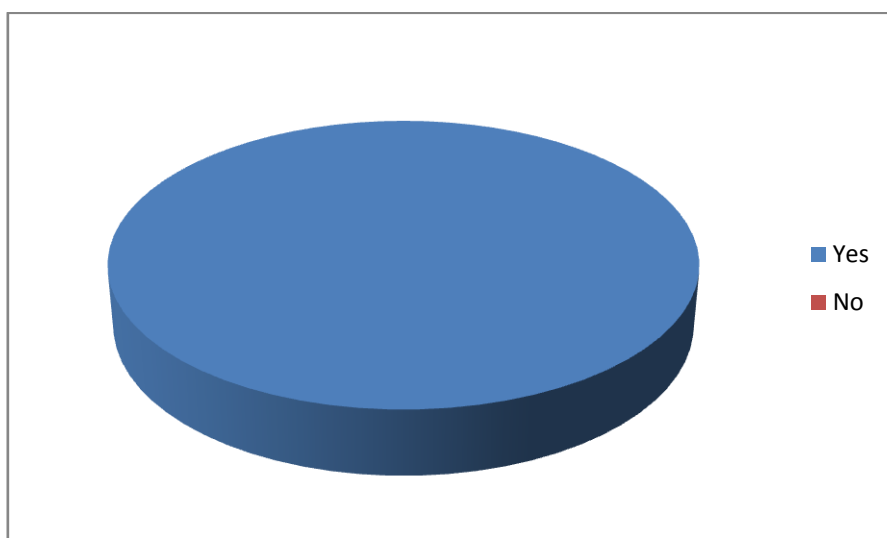
Graph 06: Whether They Think that Teaching is Difficult Task or Not.

This table reveals that all the teachers of these sample agreed that the teaching a profession is a difficult task for (100%)as they said that because in teaching teachers have more responsibilities for instance, teaching need sacrifice ,especially for novice teachers because everything is new .Teachers feel they are lost at the beginning , and there no connection between their previous studies and the proposed curriculum . Others think teaching is because is hard to deal with the new generation of students because it becomes difficult to cope with them . Also, teachers think that teaching needs them to be a teacher , friend, psychologist ,educator in the same time .

Question 07:   every novice language teacher passes through an induction (early experience) adapting his/her profession . Can you describe it?

This question , makes all the teachers go back to the first day of teaching and express what they have seen. They think the induction period was a very difficult time because they were novice without any sort of experience . They do not know the right

ways, methods ,and techniques they should use in their teaching to achieve the learning objectives .Others were very optimistic about their early experience and they describe it as very useful and effective due to the qualified students who were ready to learn and work hardly that motivate teachers to work. But other, feel themselves lost . Still some expected to be very ambitious , but it was full of challenges and difficulties for example, difficulties in coping with student , managing the classroom , completing the long curriculum , there also teachers who did not answer at all.

Question 08: May tell me how it is like to be newly qualified teacher ? could you please illustrate it in a metaphor ?

   Teachers have answered this question by giving us such a meaningful metaphor such as ; to be a new teacher is like Alice in wonderland that means everything was wired for him /her and you have to discover it with help of surrounding people . Also, other teachers have resembled it , as a new baby when he begins to learn walking which means that novice teachers learn how to teach step by step .For other teachers being a new teacher like a new born who learn everything from environment , and adapting methods of effective teaching from experienced teachers. There also, another metaphor which is being a teacher is like an idea in notion that is means an idea is a vehicle for positive change in teachers career . There also, teachers who did not answer .

Question 09:Do they think that the training programs are necessary, and should be mandatory during the induction process and after?

Options	Yes	No
N°	7	0
Percentage	100%	0%

Table 8: teacher's opinion about if the training programs are necessary or not.
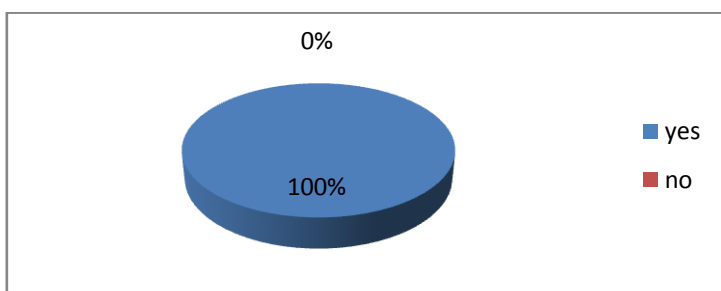
Graph07:Teachers 'opinion about if Training Programs are Necessary or Not

All participant have agreed that the training programs should be mandatory for (100%) , that because they believe training programs help new teachers to get successfully in teaching ,and provide them with procedures to avoid induction difficulties , especially English language teachers such as coping with classes' expectations , dealing with students' mental diversity , and academic programs which may be different form their education studies . Also, they believe that training programs help the novice teachers to identify their future mistakes and correct them before and after starting to teach.

Question 10:Do they have adequate supports from your colleagues at your school?

Options	Yes	No
N°	2	5
Percentage	28%	72%

Table 8: Teachers 'attitudes towards their colleagues
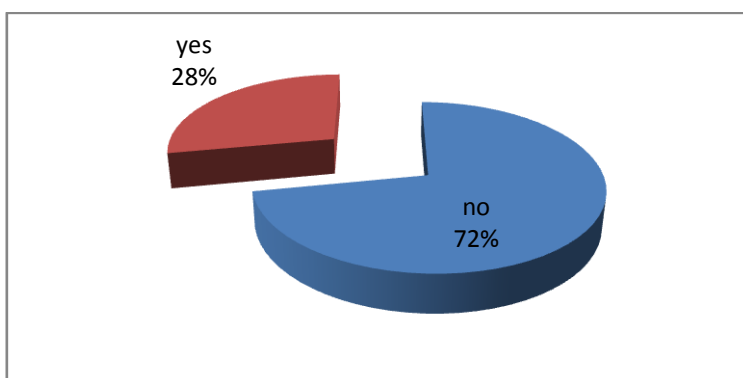
Graph 08: Teachers-Attitude Towards their Colleagues.

This table shows that the majority of participants have got sufficient supports from their colleagues in the beginning of their teaching which represents (72%) , but the teachers who did not get any support from their colleagues represents only (28%) that because of certain reasons they were afraid from their reaction ,and their colleagues did not ask those novice teachers if they need any help that is why they feel ashamed to ask for help .

Question 11: Do they get any supporting programs from their institution to ease the induction process.

Option	Yes	No
N°	2	5
Percentage	28%	72%

Table 9:The adequacy of supporting that novice teachers get from their schools
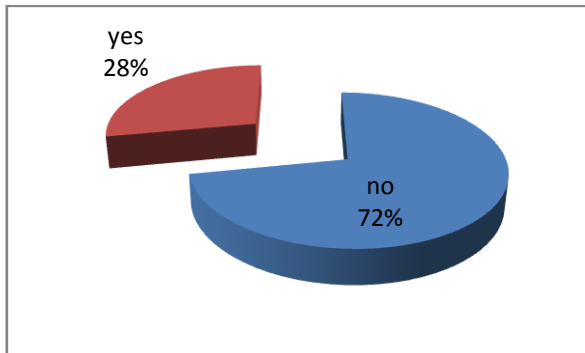
Graph 09: The Adequacy of Supporting Programs that Novice Teachers get from their School.

From the table "9" , we have deduced that most of the teachers do not get sufficient support to ease the induction period from their schools(72%) and that because schools put all its concentration in controlling the students' issues. Besides the administrative affairs .Schools also, ignored all the time teachers' requirements . While only (28%) who said that they have got good supports from their schools such : give them some documents about the general system of school inside ,and outside the classroom, and about the proposed curriculum , lesson plans, …etc especially information of teaching English as a foreign language "TEFL" documents , supervisors,…etc

Question 12: How were they role their roles and responsibilities in the first year of teaching?

Option	Difficult and unexpected	Difficult and huge	Not difficult but huge	Possible to do	Difficult , unexpected, and huge
N°	0	2	3	0	2
Percentage	0%	28%	43%	0%	29%

Table 10: Their roles and responsibilities in the first year of teaching.
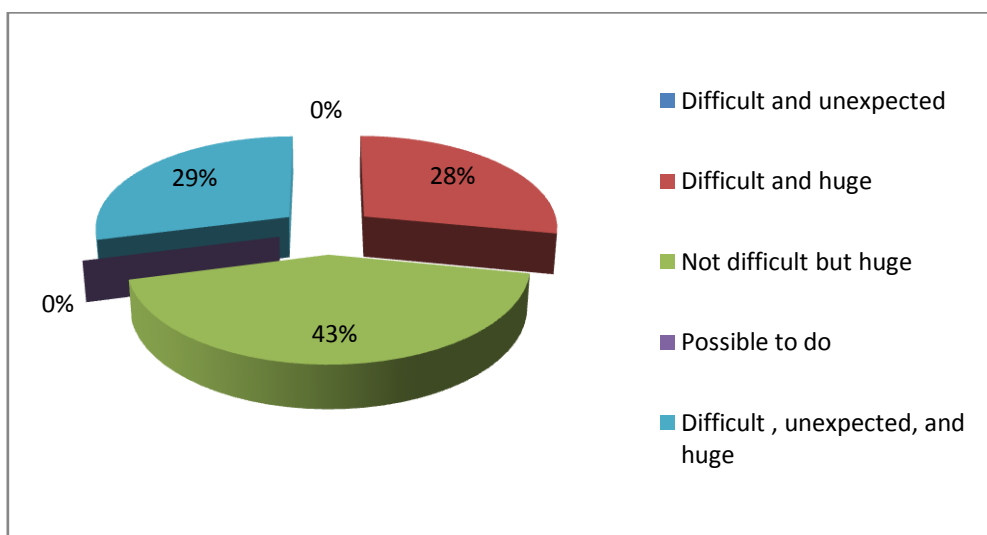
Graph 10: Teachers' Roles and Responsibilities in their First Year of Teaching.

This table reveals the answers of teachers' opinions about their responsibilities at the beginning period of the teaching which were as follows: (43%) think that were not difficult but huge ,(29%) were difficult ,unexpected , and huge , while (28%) were difficult and huge . This means all the participant have difficulties in facing their roles and responsibilities at the beginning of the teaching period.

question13: What kind of difficulties that you as novice teachers face in the initial period of teaching ?

To this question item, we have deduced that the majority of teachers face many difficulties which are as follows:

- how to cope between theory and practice

-misbehavior of students and their ignorance of English language

- how to ask the right questions

- how to reach the teaching and learning objectives

- how to manage the classroom! , the poor background of students about English language

- which useful methods they should apply in planning their lessons

- lack of materials that can help them to facilitate understanding

- how to deal with the huge number of classes, hours , and students they teach

- the excessive use of mother tongue in explaining the lectures …. Etc

Question 14:What kind of problems do encountered inside the classroom?

Options	Bridge between theory and practice	Planning the lessons	Students- teacher interaction	Students behavior	Long curriculum	Providing appropriate classroom environment	others	1-3-4-5-6
N°	0	0	0	0	1	0	1	5
Percentage	0%	0%	0%	0%	14%	0%	14%	72%

Table 11: Kinds of problems do encountered them inside the classroom.
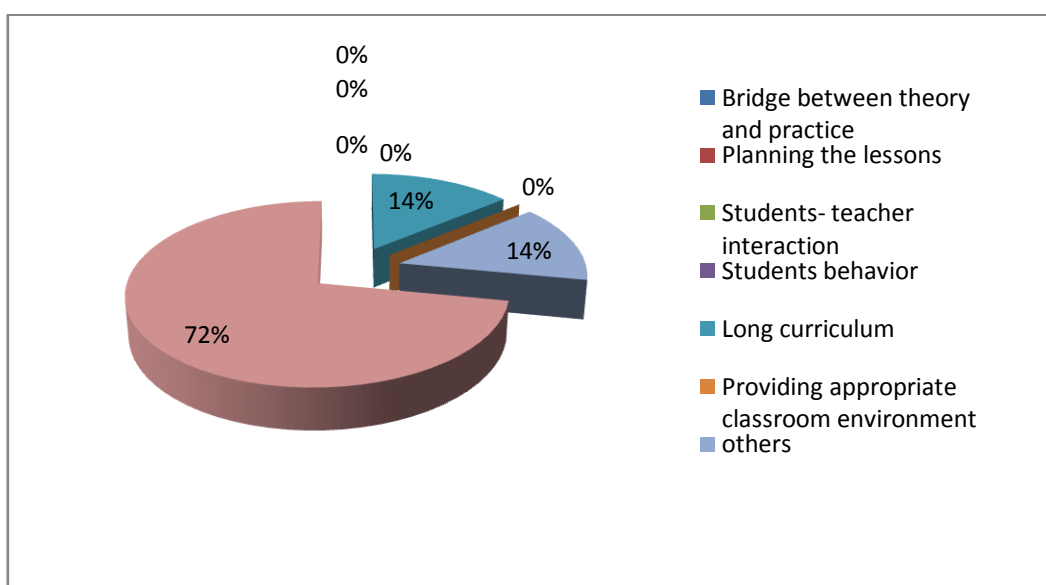
Graph 11: Kinds of Problems Novice Teachers Find Inside the Classroom.

This table shows that (72%) from teachers considered the all the proposed problems, but only (14%) from teachers who suffer from long curriculum, and (14%) who suffer from huge number of teaching hours .

15.What kind of challenges do they face outside the class?

	Social challenges	Administrative demands	Problems with colleagues	Institutional culture	Adaptation to people
N°	3	3	1	0	0
Percentage	43%	43%	14%	0%	0%

Table 12: Kinds of challenges do they face outside the class.
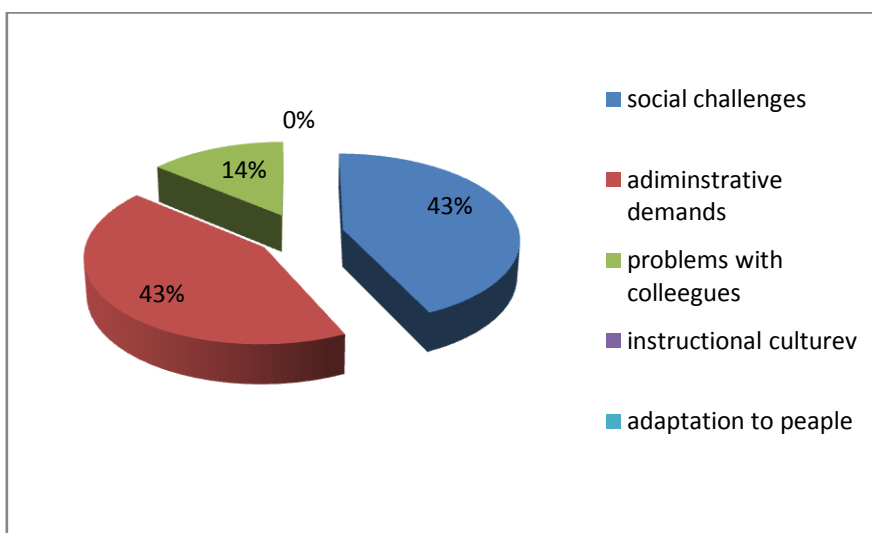
Graph 12: Kinds of Challenges Novice Teacher Face Outside the Classroom.

We have noticed that there was an equivalent proportion between teachers who suffer from both social demands challenges and administrative demands which represent(43%) and the rest (14%) , suffer from some problems with colleagues.

Question 16:Can they write about any problem you experience and affected they a lot in relation to the points bellow?

Options	Curriculum and instructional planning	Impleme-tation and teaching strategies	Using instruct-ional technology	Evaluation and grading	Motivat-ing students	Relatio nship with student	Relation with administrative staff	1-2-3-5-6
N°	1	0	0	0	1	2	0	3
Perce-ntage	14%	0%	0%	0%	14%	29%	0%	43%

Table 13: Problems that they experienced and affected a lot in relation to points listed.
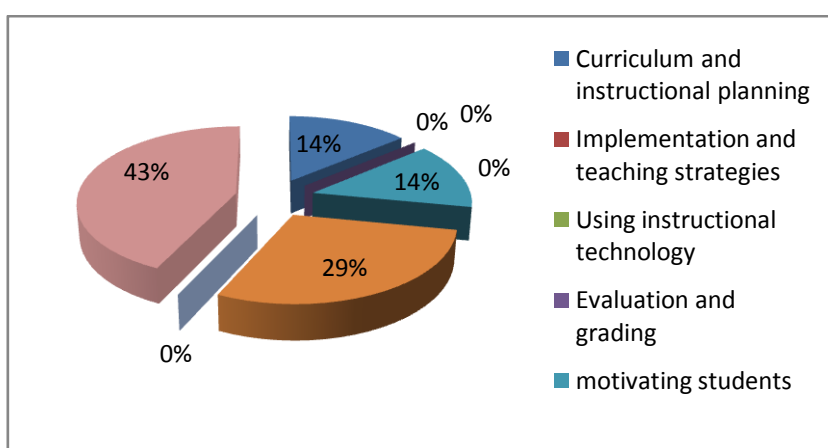
Graph 13: Problems that Novice Teachers Experienced and Affect a lot.

This table reveals that most of teachers were affected negatively much in applying all the points for (43%) . (29%) of teachers did not know how to build good relationships with their pupils which affect their practice negatively ,but there are (14%) affected by how to apply the curriculum and instructional planning . The last proportion(14%) of the teachers were affected by motivating their students and all of that due to several causes such as ; long curriculum, especially with first year classes. They think it is impossible to achieve , and not easy to evaluate their students . The misbehavior of students did not allow the teacher to complete their teaching programs . They said that it is not easy to motivate pupils to learn the English language because they think that it is not important to them.

Question 17:How can evaluate their pre-service training when they consider the nature their induction process?

Options	Effective and beneficial	Sufficient and effective	Not sufficient	Not effective at all	Effective, sufficient, and beneficial
N°	3	1	1	1	1
Percentage	44%	14%	14%	14%	14%

Table 13: How can evaluate their pre-service training when they consider the nature their induction process.
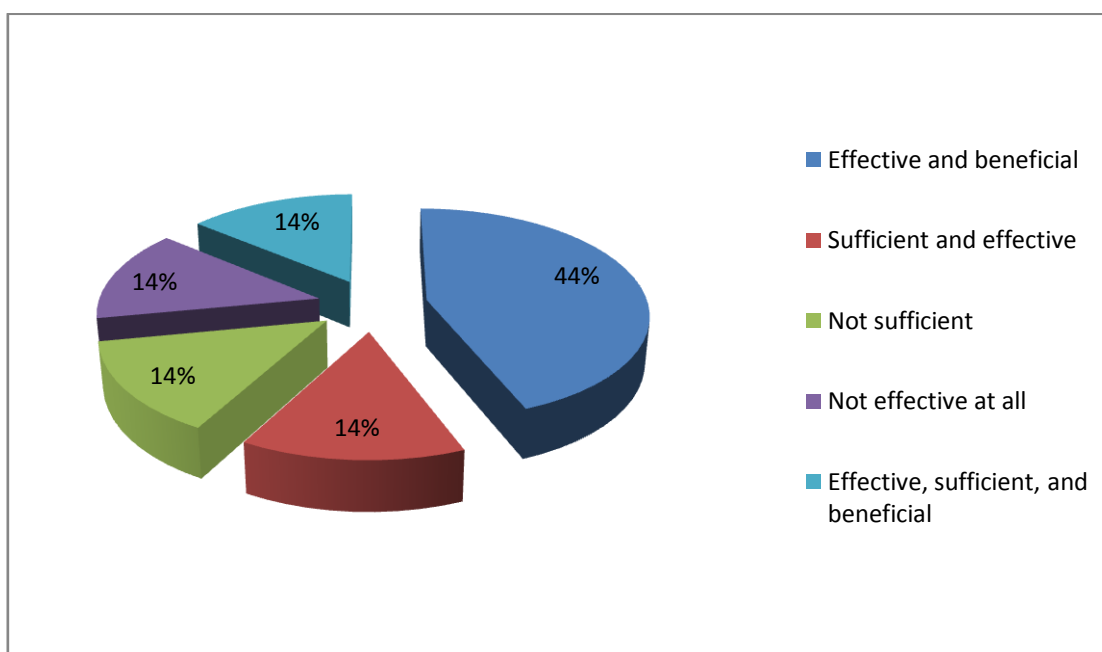
Graph 14: The Evaluation of Novice Teachers Pre-service Training when they Considered the Nature of Induction Process.

We have noticed that three teachers were satisfied about their pre-service programs which reveals (44%) , which it was effective and beneficial , and the rest of teachers were not satisfied about their pre -service training, it was : (14%) said that it was neither effective nor beneficial , and (14%) said that not sufficient , and the other (14%) said that it was not effective at all , and the last (14%) said that it was effective , sufficient ,and beneficial .

Section three:

Question 18: What do you do personally to overcome your induction process easily without any problems ?

Some of the participants have suggested that they search for advice by asking the expert teachers and inspectors of the English language and try to learn from their experiences .Others have proposed that every novice teacher should be relaxed, understandable , and create cooperative learning …etc to have appropriate environment of teaching   . Teachers in the initial period have to be researchers by searching for techniques to avoid problems . Make for everything effective plans .Ask the institution to provide them with supporting programs which contain all sorts of teaching ; curriculum , lesson plans , unit plans , mentors ,supervisors which provide them with effective method s of teaching , and materials that facilitate the understanding of learning process …etc , allow them to practice their previous education before teaching

Question 19: How do you do to overcome your problems?

Teachers use many things to overcome their problems . First of all, they try to change their personality by being patients but serious , and using methods that make pupils put all their attention on lessons . Secondly , being flexible, which means adaptation to the environment of the classroom in order to have an effective way of teaching . Also, try to prepare lessons plans that attract pupils , and read about training programs that include guidance steps of teaching and try to apply them **.**Use ways that motivate pupils to learn ,which means that, with motivated teacher one cannot give up easily .

Question20:In your point of view, what kinds of supports programs could the institution provides novice teachers to avoid difficulties in the early years of teaching?

Teachers have agreed that the institution should provide them with programs that can develop and increase teaching experience of the teaching profession such as : training programs that are in touch with native English speakers who can show and teach their methods used in their institutions to be up to date , modules that make them aware and close to pupils need in educational life such as psychology , classroom management. Provide novice teachers with strategies that include effective methods and techniques. Besides, Motivation programs .

3. Discussion of the results

Considering the results obtained from analyzing the teachers' questionnaire, we confirm our hypothesis , which states that all EFL novice teachers face many problems during their induction period that was demonstrated through teachers' answers , who state clearly that they have a lot of difficulties in their first years that due to the lack of experience, the later are temporal problems that can be fixed with effective training programs such; per-service , in-service ,and induction training programs, besides the use of some effective teaching methods and techniques .

In addition, the teacher also confirm that they suffer in their induction, when they enter to the profession with the beliefs that they will act as they expect , but they find everything different from previous studies   such as misbehavior of pupils , huge number of hours and classes they teach …etc . As a result, they have got what we call **"reality shock"**. That means, most of EFL teachers (43%) have found things which all the time disturb their teaching and de-motivated them .Besides , they have got no supports and help from their colleagues (72%), and sometimes have some conflicts with them .Also , their institution did not provide them with the required training programs and the appropriate teaching conditions (72%) which lead to negative effects on their teaching achievements such as ; thinking that they are not able to control their roles and responsibilities during their induction period which represent (28%)   and they prefer to drop-out from the teaching profession and which is considered one of the most repeated problems that occurs with novice teachers in the initial period of their teaching career.

Also, the results have showed that great number of EFL novice teachers face many difficulties inside and outside their classrooms, which represent (43%) who struggle social challenges and administrative demands. Also, (72%) of the teachers face big problems with misbehavior of students, classroom management. planning and implementation of instruction which mean they do not know what are the right methods and techniques that should be used , they cannot control their pupils and classes since they are impolite , careless …etc , and there are no strict laws that make them disciplined on their learning. Besides , there is a real problem that new teachers face which is how to bridge between theory (previous studies) and practice (current profession) that lead   teachers think that teaching is a difficult task(100%), and their roles and responsibilities are difficult to do ,and they are not appropriate to the teaching demands , also , there are a real problem with

the poor-back ground of pupils about the English language , and the good ways of asking questions besides , to the lack of effective lesson plans.

4.Classroom Observation

the use of observation has provide us with opportunity to capture '**live data from live situation' .** We have used classroom observation as a tool for our research which has enabled to find the real problems that novice English lane teacher face during their first years in building teaching career .We have attended six sessions with six English teachers at Alcharif Aledrissi high school. For each teacher we have attended one hour , with different level and specialties. our role was not to evaluate , but to observe and try to capture the difficulties that the questionnaire did not show . we have asked teachers to do nor prepare anything to our observation, and they should teach naturally .We have only watched what were happening in the classroom , and we did not interact with teachers. Indeed our attendance during different English sessions with those six teachers ensured the they are really face many problems.

The most noticeable problems that is shared by all those English teachers is misbehavior of students. We have noticed that students are impolite , unrespectfull from the beginning of session till the end especially , when teacher turn to the blackboard to write ,they are bothered when teacher explain the lesson and that due to the students' thoughts of English is important to be studied , which lead teacher waist all the time attempting to hold this trouble .We have also , remarked that students do not obey to the teacher orders for instance , if teacher asked a students to write his/her lesson silently , he/she did not do that, but he/she refuses that and say I am free this my right …etc . For that reason teachers become have no desires to teacher and careless whether student understand or not.

Other problem that we noticed from this observation is classroom management which concerned with curriculum and implantation of instructions and planning. We have noticed , teacher do not know either how to motivate their students or how to structured the classroom students . That is mean they do not know how to engage diverse students in meaningful and challenging tasks . They do not use effective techniques which allow them to control and attract the students ,and create appropriate environment for effective

teaching and learning . Also, teacher have a problem in interacting with their students which make them failed in building collaborative learning due to both the poor back ground of students about English language ,and the noise they make which hindered to achieve the lectures objectives . It was remarkable that novice English teachers have a difficulty of how to ask the right question to their students, also, how to bridge between theory and practice. Besides , we have deduced that teachers do not vary their teaching methods to reach effective lesson plan ,and they concentrate on one methods such as ; reading the instruction from the textbook and try to explain it by doing some activities there no collaborative work or peer work …etc because of uninterested students . Also , students did not attempt to either motivate or help their teacher to achieve the programs objectives because they are all the time making noise and they are effortless .,and sometimes we have felt that teacher explain the lessons for themselves which also make them careless of students feedback ,and their main aim is giving the instruction without paying attention to the students' mistakes or students understand or not .

Third problem that novice teacher face is struggling with diversity and huge number of students. That has revealed novice English teachers do not know how to cater classroom students who have diverse needs , and how to assess and report to the best of their ability . Since student are in huge number ,English teacher cannot ensure if they deliver quality lessons with different techniques' for all students .

Another difficulty that EFL novice teacher face is long curriculum and program which novice teachers and its differences from previous teacher education . that is mean those new teachers have teachers should complete all the curriculum in determined time which make them concentrate only on teaching only theoretical side of curriculum and ignore the key significant component that can improve their teaching which is practice . For example, they depend only on explaining some points and after that write the results on the board and ask the students to write it in their copybooks.

Conclusion

The data we have collected from our research tools classroom observation ,and teachers' questionnaire which administered to novice English high school teachers supports our research hypothesis which stipulate that novice EFL novice teachers face many difficulties in their initial years of teaching . Thus, we can say that the results of our tools is in direction of our predictions which can be possibly confirmed through designing an descriptive study to analyze the correlation between our variables .

Our tools let us notice the difficulties that novice EFL teachers face in their first years can affect negatively their achievements , but also, that is temporal can be fixed with some training programs and some effective methods and techniques of teaching .

Recommendations

In this study , in important step was taking to see the induction process of novice teachers through clarify their challenges and problems during it . To solve these problems it is beneficial for novice o acquire some effective methods and techniques of teaching such as:

- Observe the lessons of their colleagues

- Use video to record their teaching

- Conduct and follow an action research

- Keep their learning in logs

- Acquire new teaching and methods like audio -visual lingual method which used some aids such data show, videos, music in order both control the misbehavior , and get the attention of pupils .

Besides, novice teachers can decrease their difficulties , and ensure their professional development through

- learning from self study where, they will benefit a lot from a broader network of contact with their foreign peers

- Being of network across the world

- Establishing links outside the school

- Attending a conference or investment in membership all of this are essential for them

Therefore , new teachers should talk confidently with their experienced teachers without any fear of judgments and to request   support foe different situation , because they are not expected to know every things

Concerning the institutions' roles should provide novice teachers with introductory programs such as mentoring support , supervising, and make both pre-service and in – service training mandatory during ,and after novice teacher first years of teaching , this programs include meeting that introduce new teachers to the school culture , school vision and mission , and for practical matters , supply social events , where novice teachers can get to know their colleagues , establish   support program for their professional development , organize peer teaching to discuss any teachers' concerns and problems that novice teachers might have and offer suggestions . furthermore , novice teachers should ask the administration to give them logical teaching assignment . Since workload is

considered as the most difficult task for them ,it is necessary to assign a manageable work and limit the amount and the scope of non-instructional activities for the new teachers .

From the research questions , it seems that the pr-service and in-service training programs ,did not respond to all new teachers needs so this programs should include some important element such as :

- Resources for professional development and lifelong learning.

- Interesting in the different individual issues and involving valid teaching methods and techniques .

- Helping new teachers to gain a teacher identity by introducing fro them a real aspects of real teaching

- Preparing students teachers for more realistically fro the profession , which help them to accomplish more authentically designed and implemented teaching practice .

- Creating a support programs that can improve teacher retention rates by enhancing new teachers satisfactions , because well designed and implemented efforts can improve practice helping new teachers apply the theoretical knowledge .

- Training programs should be flexible , adaptive and responsive to the needs of the novice teachers .

- The novice teachers should acquire the basic classroom skills needed to present and navigate their lessons , so they should have some techniques to face their challenges through using different valuable activities and fro example , microteaching…etc.

General Conclusion

This presented study was carried out to investigate the English secondary novice teachers who are facing problems and challenges during the induction process . In this humble work , we dealt with the concept of induction and its problems , we provided a literature review about induction programs and its standards with one types of it mentoring support program . also, we tackled some areas involved in the novice teachers 'concerns .

The practical part of this research , revealed that that are three main problems and challenges which support our literature review ; the majority of novice teachers almost face the same problems especially the EFL ones which are :the work-related problems it consists of ; workload problems , instructional challenges , and classroom management difficulties . Social Challenges which include the conflict with colleagues ,and misrelating with students ,social status and teachers identity . the lack of professional support which consist from ; supervisor challenges and administrative problems , and mentoring problems.

Bibliography

- Achinstein ,B.,& Barret,A(2004). *Framing Classroom Contexts :How New teachers and Mentors View Diverse learners and Challenges of Practice* . Teacher College Record

- Alan , B. (2003) .*Novice Teachers ' Perceptions of In- service Teacher Training Course* . Bilkent University.

- Almahrooqui , E. (2012) .*beginning Omani EFL Teachers Perspectives On the Challenges they Encounter*. Arab World English Journal .Sultn Quboos University

- Andrews , A.(2007) . *Teacher Language Awareness* . Cambridge University Press

- Batteral , J (n.d) . *The Challenging Facing Beginning Teachers* .

- Brock , B.B., Grady, M.L.(2006) . *Developing A Teacher Induction Place :A Guide For Leaders* .California. Corwin press . Thousand Oaks.

- Britt , P.M. (1997) .*Perception of Beginning Teachers :Novice Teacher Reflect upon the Beginning Experience*. Paper Presented At the Annual Meeting of Mid-South Educational Research Association, Memphis, TN

- Bubb , S. (2003) . *The Insider' s Guide For New Teacher Succeed In Training and Induction* .Cambridge University Press

- Cohen , L., Manion , L . , & Morrison , K .(2004) . *A Guide To Teaching Practice* . Fifth Edition . London and New York , Routeldge Flamer

- Collin , S. (2013). *Why Are New Teachers Leaving the Profession ?* Results of Canada – Wide Survey . University of Qubec, Montreal . Canada .

- DPAS, Delware Performance Apparial System .(2008) . *Building Greater skills and knowledge for educators* . Dalware

- Edge , J. , & Mann , S.(2006). *Innovation in Pre-service Education and Training for English Language Teacher* . British council

- Gormley, K. , &McDernot , P., & Rathenberg , J. (1994) . *Novice Teachers' Thinking About Pedagogy in Multicultural Classroom* . paper presented at the Annual meeting of the North –eastern Educational Research Association, NP.

- Glibert , L.(2005) .*What Help Beginning Teachers?* .Education Leadership

- Head , K., &Taylor , P.(1997) . *Reading In Teacher Development* . Oxford : Heinmann

- Holmes , E.(2003) . *The Newly Qualified Teachers Handbook* . London and New York , Routledge flamer.

- Homes ,E.(2006) . *FAQ For NQT; Practical Guide Advice and Working Soltutions For Newly Qualified Teachers* . London New York . Routledge , Flamer

- Howerd , L.F. (2006) .*Ready For Everything : Supporting New Teachers For Success* . Englewood , CO? ALP: Advanced Press .

- Insites .(2001) . *Creating A Teacher Induction Program* . Support Network For Educational Change.

- Jiun Hsu, R. (2009) . *Investigating novice and experienced teachers ' motivational strategies* . Ming Chuan University.

- K. Wong , H. (2004) . *Induction Programs That Keep New Teachers Teaching*. NASSP Bulletin.

- Lewin , K.M. (1999) . *Counting the Cost of Teacher Education : Cost and Quality Issues* . Center of International Education .University of Sussesc.

- Lindgren , U. (2003) . *Professional Support to Novice Teachers by Mentoring* . Umea University .

- MaCcann, T.M.,Johannessen , L.R., Ricca, B.(2005) .*Responding To New Teachers : An –indepth Study of Novice High School Teachers ' Suggests Key Strategies To Address Their Most Pressing Challenges.* Educational Leadership.

- McBee, R.H.(1988) . *Reading Teacher For Real Classroom Cry* . Education Leadership.

- Nahal , N. (n.d). *Perspectives of First –year of Teachers on the Disconnect Between Teacher Programs and Realties of* Classroom . University of Phoenix.

- Nicholls , G.(2004) . *An Introduction Into Teaching* .Second Edition.London and New York , Routledge Flamer .

- Nikolov , M., &Horath, J. (2006) .*Empirical Studies in English Applied Linguistics* . Lingua Franca Csoport .

- Ouztuk , M.(2008) . *Induction Into Teaching : Adaptation Challenges of Novice Teachers* . Middle East Technical University . Ankara.

- Picard , P. , & Ria , L.(2001) .*Beginning Teacher : A Challenges for Educational System* .CIREE : Consortium of Institution fro Development and Research in Education in Europe.

- Richards , J.C.,& Farrell, T.S.C. (2005) . *Professional Development For Language Teachers :Strategies for Teacher Learning* . Cambridge University Press .

- Richards , J.C., &Plat, J., &Plat , H.(1992). *Longman Dictionary of Language Teaching and Applied Linguistics* . Harlow : Longman Press.

- Richards , J.C.,& Nunan, D. (1999) .*Second Language Teacher Education Today* .Cambridge University Press

- Rogers , D.L., & Babinski , L. M. (2002). *from Isolation To Conversation; Supporting New Teachers' Development* . Albany , USA/: State University of New York.

- Stanulis , R.N.,Fallen,C.A.,&Pearson , C.A .(2002) . Am Doing What Iam Supposed to Do ?:*Mentoring Novice Teachers Through The Uncertainties and Challenges of Their First Year of Teaching* . Mentoring And Tutoring

- Steyn ,G.M.(2004). *Problems of, and Support for, Beginner Teaches.* School of Education University of South Africa.

- Timperly , H. , & Robinson , U. (2000) . *Workload and the Professional Cultures of Teachers* . BEMAS.

- Tompson, J.G.(2007) . *The First-Year Teachers ' Survival Guide* . Middle east technical university .Ankra.

- Uhlenbeck , A.M. , &Verlop N.,& Bejaard , D. (2002). *Requirement For An* Assessm*ent Procedure For Beginning Teachers; Implication From Recent Theories On Teaching Assessment*. Teacher College Record.

- Underhill , A. (1986) . *Editorial : Teacher Development New Settler*. Educational leadership.

- Ur , P. (1996) . *A Course in Language Teaching : Practice and Theory* . Cambridge university press.

- Walsdrof , K.l., & Lynn . (2002) . *The Early Years : MediatingTthe Organizational Environment* . The Clearing House.

Appendix :

Teachers 'Questionnaire

Dear teachers .This questionnaire is designed to investigate the problems that novice EFL teachers face in the first year of their teaching profession, in order to prepare Master dissertation. Your contribution will help to make the research work achieve its objectives. You are required to answer the questions by ticking your choices in the corresponding boxes or complete your answers whenever necessary. We are grateful to you for your help and contribution .

- ❖ *Section one :* **Background information**

    1) *Gender :*
        Male ☐   Female ☐

    2) How long you have been teaching ?

        1 year ☐   2 years ☐   3 years ☐   4 years ☐   5 years ☐   6 ☐
        years

    3) How many classes do you teach ?

        1-3 ☐   4-7 ☐   8- more ☐

    4) How many hours do you have in a week ?

        7- 9 ☐   10- ☐   17-more ☐

- ❖ *Section two:*

    5) What striking things or events have you encountered so far since you start teaching ?
        - Some unexpected things or situations that surprise you ☐

        - Some negative implementations that disturb you ☐

        - Some positive situations that make you satisfy ☐

        ▪ Would you give us some examples :

……

……

……

…………………………………………………………………………………………………

6) Do you think the teaching is difficult task ?

yes ☐   No ☐

- Would you explain briefly :

  …………………………………………………………………………………………………

  …………………………………………………………………………………………………

  ……………………………………………………………………………………………….

7) Every novice language teacher passes through an induction process (early experience) adapting in adapting his/her profession . can you describe it ?

……

……

………………………………………………………………………………………..

8) May you tell us how it is like to be newly beginning teacher ? could you please illustrate it using a metaphor

....

....

....

....

9) Do you think that the training programs are necessary , and should be mandatory during the induction process and after ?

Yes ☐   No ☐

- Why

  …………………………………………………………………………………………………

  …………………………………………………………………………………………………

  ……………………………………………………………………………………………….

10) Do you have adequate supports from your colleagues at your school ?

Yes ☐   No ☐

- If no why?

  …………………………………………………………………………………………………

  …………………………………………………………………………………………………

  ……

11) Do you get any supporting programs from your institution to ease the induction process

Yes ☐   No ☐

- Whether yes or no would you explain?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………………………...

12) How were your roles and responsibilities in the first year of teaching .

- ▪ Difficult and unexpected
- ▪ Difficult and huge
- ▪ Not difficult but huge
- ▪ Possible to do
- ▪ Not possible to do

13) What kind of difficulties do you as a novice teacher face in the initial period of teaching ?
Please write it in sort of points

- ▪ ……………………………………………………………………………………
  …
- ▪ ……………………………………………………………………………………
  …
- ▪ ……………………………………………………………………………………
  …
- ▪ ………………………………………………………………………………..;

❖ *Section three:*

14) What kind of problems do encountered inside the classroom ?

- ▪ Bridge between theory and practice

- ▪ Planning the lessons

- ▪ Students – teacher interaction

- ▪ Students ' behavior

- ▪ Long curriculum

- ▪ Providing appropriate classroom environment

- ▪ Others

If other would you would you mention it

....
....

15) What kind of challenges do you face outside the class ?

- ▪ Social challenges ☐

- ▪ Administrative demands ☐

- ▪ Problems with colleagues ☐

- ▪ Institutional culture ☐

- ▪ Adaptation to people ☐

Would you give us examples

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

16) Can you write about any problem you experience and affected you a lot in relation to the points bellow ?

- ▪ Curriculum and instructional planning ☐

- ▪ Implementation and teaching strategies ☐

- ▪ Using instructional technologies ☐

- ▪ Evaluation and grading ☐

- ▪ Motivating students ☐

- ▪ Relationship with students ☐

- ▪ Relationship with administrative with administrative staff ☐

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

17) How can evaluate your pre-service training when you consider the nature your induction process ?

- ▪ Effective and beneficial ☐
- ▪ Sufficient and effective ☐
- ▪ Not sufficient ☐
- ▪ Not effective at all ☐

❖ *Section four:*

18) What do you do personally to overcome your induction process easily without an problems ?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………………………….
…………………………………………………………………………

19) How do you do to overcome your problems of early experiences ?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

20) For your point of view . What kind of support programs could the institution provides novice teachers to avoid difficulties in early years of teaching ?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank you for your precious corporations.

Description	duration	entry	curriculum	Teaching practice	Teaching style	Certification	Costas Pre-students
Type one							
College Certaficate Diploma B .E.D	1-4 years Full-time residential	Junior or secondary School leavers with or without experience	Subject upgrading , subject methods professional studies	Block practice 4-12 weeks in one year Some-Times Following by intern-ships	Lectures group work use of special facilitate mentoring	Written exams , school practice , reports projects or special studies	Relative y High
Type two							
University post-graduate Certifacte of education	1-2 years full- time residential after first degree	University degree mostly under – graduates without experience	Subject methods professional studies	Block practice 2-10 weeks , sometimes Followed by internships	Lectures group works use of specialists Facilitates mentoring	Written exams, school practice reports, or projects or special studies	Relatively high , but for shorter duration
Type three							
In-service training of untrained teachers based on schools leading to initial qualification	1-5 years part- time residential and/or non-residential workshops . etc	Junior or senior secondary School leavers with or experience as untrained teachers	Subject upgrading , subject methods professional studies	Teaching in schools in normal employment	Residential Lectures , workshops , self study , distance learning mentoring	Written exams , school practice , reports ; advisors / inspectors reports	High or low depending On duration And Interesting of contact with tutors
Type four							
Direct entry	0-4 years probation	Senior secondary , or college University graduation	None , or Supervised induction	Teaching in schools in normal employment	Apprentice –ship	Inspectors reports, school reports	Low

Table 01:Simple Typology of Pre-service teachers education Programs. (adepted from: Lewin, 2004:3)