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***An Investigation of Classroom Management Challenges EFL Novice
Teachers Face in Oral Classes***

The Case of First Year EFL Novice Teachers of Oral Expression Module
at the University of Mohammad Seddik Ben Yahia- Jijel

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Dedication

In the name of Allah, the most Gracious, the most Merciful, all the Praise is due to God alone, the Sustainer of the Entire world

I dedicate this modest work to my dearest parents. To my mother **NASSIRA** and my father **FERHAT** for being patient, supportive and always surround me with their care, prayers and blessings. I do not have enough words that could interpret my love and gratefulness to you. Thank you so much for taking good care of me the entire long. I really appreciate the things you always do to me.

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A chapter of my life is about to be closed, and other chapters are to be opened

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Abstract

Classroom management is a complex process in educational settings. It is an important aspect of teaching which is a source of struggle for many teachers in EFL classes. This can be due to a lack of teachers training, support and difficulties in implementing effective classroom management strategies. This study aims at identifying the difficulties first year English as a foreign language novice teacher at the department of English at the university of Mohammed Seddik Ben Yahia-Jijel face in terms of oral classes' management. For this reason, it is hypothesized that for effective classroom management process to be achieved, novice teachers need to identify different classroom management challenges and try to solve them. The data was collected by using two tools: a structured interview and a classroom observation. On the one hand, the interview was directed to all the five novice teachers teaching oral expression at the department of English for the purpose of identifying the difficulties of classroom management faced by them. On the other hand, a classroom observation was conducted to observe how novices manage their oral expression classes in real classroom setting. The results showed that first year EFL novice teachers of oral expression module face several challenges to manage their classes due to a lack training programs, lack of collegial support, difficulties of time management and difficulties in lesson planning. Based on these results, some pedagogical recommendations were suggested to help novice teachers to improve their classroom management process.

Key Words: Classroom Management, Novice Teachers, Challenges, EFL Oral Expression Classes.

List of Abbreviations and Symbols

EFL: English as a Foreign Language

ELLS: English Language Learners

ELT: English Language Teaching

Etc.: Et Cetera

FL: Foreign Language

i.e.: That is to say

TL: Target Language

P: Page

PP: Pages

Q: Question

&: And

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General Introduction

1. Background of the Study

Classroom management is a complex process that requires developing enough knowledge and skills in order to ensure an effective teaching and learning environment. Classroom management has gained a wide interest in pedagogical settings. Researchers have provided several definitions of classroom management such as Wiseman & Hunt (2008) claimed that “to be successful, teachers must be able to establish appropriate student behavior in their classrooms in order to maximize the time that they and their students spend on learning”(p. 6). Although, the definitions of classroom management vary from one researcher to another, the majority of researchers agreed on the teachers’ role in creating effective classroom management.

Novice teachers are those teachers who have less than three years of teaching experience (Freamen, 2001). This lack of experience in teaching has usually affected their classroom management process in a negative way. In this regard, Ross et al (2011) noted “strong classroom management involves judgment and skills that are developed overtime and with practice and novices struggle” (p. 7). Moreover, the first year in the field of work determine novice teachers’ success or failure to develop their teaching experience and guaranty a successful teaching carrier. That is to say, the more novice teachers adapt quickly to the profession, the more they gain self-confidence to develop their capacities and abilities to become effective teachers.

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2. Statement of the Problem

Maintaining an effective classroom management is not an easy task to achieve for novice teachers. Although, the majority of English as foreign language (EFL) novice teachers succeed in developing knowledge repertoire about the content of the lessons, they face serious problems when it comes to manage their classes. In fact, most of them face difficulties with lesson planning, managing behaviors, and time.

3. Research Aims

This research aims at:

- ❖ Investigating the major challenges EFL novice teachers face in managing their oral classes.
- ❖ Providing help and guidance for EFL novice teachers to improve their classroom management process.

4. Research Questions

This piece of research aims at answering the following questions:

- ❖ To what extent is managing oral classes perceived as a challenging experience for EFL novice teachers?
- ❖ What are the major difficulties that novice teachers face when managing their oral classes?

5. Research Hypothesis

In this research, it is hypothesized that for an effective classroom management process to be achieved, novice teachers need to identify different classroom management challenges and try to solve them.

6. Data Collection Instruments

Two means of research were used to collect the necessary data for this piece of research. A structured interview was conducted with all the five first year EFL novice teachers of oral expression class at the department of English at the university of Mohammed Seddik Ben Yahia-Jijel. It aims at discovering novice teachers' views on the classroom management difficulties they face in their oral classes. In order to have more valid and reliable data, a classroom observation was conducted with the same teachers. The classroom observation aims at observing how novices manage their oral classes in real classroom settings. The choice of the population is justified by the fact that novice teachers lack experience in general and classroom management in particular. The choice of the module is because oral classes are difficult settings to be managed.

7. Structure of the Study

This dissertation includes three chapters. First, the first chapter is about general issues on classroom management including its several definitions, its rules and its approaches along with the main factors that may affect it. Second, the second chapter deals with classroom management challenges in oral classes. It first reviews the literature about speaking and listening skills along with novice teachers. It also deals with the classroom management challenges faced by novice teachers in their oral classes. The third chapter is devoted to the

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analysis of the interview and classroom observation results along with some pedagogical recommendation and suggestions for further research.

Introduction

Among the significant factors which lead to a successful teaching and learning process is an effective classroom management. This is because classroom management is directly related to teachers' responsibility; it helps teachers in general and novices in particular to apply classroom rules, maintain order and manage time along with students' behaviors. This chapter is devoted to highlight key issues related to classroom management. It reviews the literature about classroom management, its several definition and sub-processes. Besides, it includes classroom management approaches as well as the major factors that affect it. Moreover, this chapter sheds light on the impact of classroom management on students' achievements.

1.1. Definition of Classroom Management

The concept of classroom management has been defined differently by various researchers according to their understanding and interest in the field of education throughout history. Classroom management is a broad concept or an umbrella term including various definitions which specify both students and behaviors (Martin & Sass, 2010, p. 125), while Marzano (2003) considered well managed classroom as one of the major factors that affects both teaching and learning processes when he stated "well managed classrooms provide an environment in which teaching and learning can flourish"(p. 1).In addition, Rosas & West (2009) when they stated that classroom management is "an understandable concern for teachers"(p. 55).While Konori & Melae (2004) referred to classroom management as "the organized and planned process in which the teacher directs his/her efforts towards leading classroom activities and all behavior types" (p. 34).

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Moreover, classroom management refers to teachers' use of skills to organize and present lessons in a way where all students are involved in the lesson and participate in classroom activities. This requires teachers to analyze different stages of the lesson and select appropriate materials to deliver content which will help to reduce source of frictions in classroom (Colin & Robert, 1993, p. 8). Another important definition of classroom management was provided by Harry Wong(1991) and based on his experience of thirty years in the field of teaching. Wong (1991) reported that "classroom management refers to all things that teachers does to organize students space, time, and materials so that learning can take place "(p. 1). Additionally, Korpershoek et al (2014) defined classroom management in relation to environment where learning takes place when they recorded that "classroom management is about creating, inviting and appealing environment for students learning"(p. 11).

Within this study, classroom management defined as a set of practices teachers apply in their classes in order to control the classroom including setting up rules, maintain order, manage students' behavior and manage lessons along with time. It is considered as a crucial aspect of teaching that every teacher should focus on. Developing knowledge about classroom management practices will improve teachers abilities and help them become effective classroom managers. Thus, classroom management develop teachers awareness of students needs and the way they behave in different settings, once the teachers develop this awareness they will be able to control students behaviors, create effective learning environment for them to learn and maintain order in classroom.

1.2. Rules of Classroom Management

There are four major rules of classroom management that are used interchangeably in different contexts that are introduced by Colin J.Smith & Robert Laslett (1993, pp. 3-12).

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These rules in general provide teachers with help and instructions on how to be a successful classroom manager.

1.2.1. Get them in

This rule specifies more the beginning of the lesson that should attract students' attention and interest. As Colin & Laslett (1993) stated "a lesson which makes a brisk start will avoid the difficulties which can arise if pupils are not promptly engaged in useful activity"(p. 3). This means that teachers need to start the lesson with a liveliness warm up in order to successfully activate students' schemata and background knowledge they have about a specific topic, and try as much as possible to involve all the students by attracting their attention or make them curious to take part in the lesson. This process of get them in involves three major sub-processes which are of great importance for the teachers to focus on in order to effectively manage their classes. These sub-processes include greeting, seating and starting.

1.2.1.1. Greeting

Teachers are the leaders of the classroom, for this reason, effective teachers are the ones who try not to limit their responsibility to classroom only, but also it extends their responsibility to outside classroom where they should stay at classroom threshold and wait their students to come. In this context, Colin & Laslett (1993) recorded that "the teacher establishes the role of host receiving the class"(p. 4) Additionally, throughout this process, teachers will make students responsible, punctual, respect classroom rules and respect teacher authority. As Colin & Laslett (1993) said "the teacher...and he is quietly able to underline his authority by deciding when pupils are invited to enter the room"(p. 4). Teacher should know how to deal with their students from the moment they meet together at classroom threshold

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include greeting them and ask them how they are doing or how they spend their weekend. All this will help teachers to establish friendly relationship with their students.

1.2.1.2. Seating

The arrangement of seats varies according to the type of the lesson, activities, and methods selected by the teachers. According to Colin & Laslett (1993), “arrangement will vary according to type of lesson, age, and nature of activity”(p. 4). Teachers vary the arrangement of furniture according to the type of activities; for example, if the teacher uses group work activities, he will decide where students should sit, because teachers select members of each group based on some criteria and objectives. Students then will sit together in one table in form of a group which involves collaboration between them to accomplish their work. In this context, Colin & Laslett (1993) stated that “it is important that initially teachers decide where children should sit”(p. 4).Moreover, teachers may depend on the use of sitting plan or chart, because it helps them remember where every student sits along with remembering their names. In this regard, Colin & Laslett (1993) said “a seating plan showing who sits where quickly enable teachers to learn and use individuals names”(p. 4); while, trouble makers will consider it as a threat, because their teacher will identify them then they will be punished.

1.2.1.3. Starting

The beginning of the lesson is considered as a very important phase of the lesson, mainly because it does not focus only on the physical setting. Stevick (1980) stated “success depends less on materials, techniques and linguistic analysis, and more on what goes on inside and between people in the classroom”(p. 4). Teachers may prefer to give wait time for their students which help to keep them busy in thinking to activate their schemata about the topic in

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hand. However, teachers should develop some strategies to help them start their lessons effectively in order to involve all students to take part in the lesson. Thus, they should select appropriate lesson warm-ups which should attract students' interest and attention.

1.2.2. Get them out

The process of getting them reflects the degree of teachers effectiveness to run the classroom till the last minutes before class dismiss .The time of class dismiss is challenging for teachers because, it provides a huge source of trouble making that usually occurs at the end of the session. This what Colin & Laslett (1993) illustrated when they stated that“ though most disciplinary problems arise from a poor beginning of the lesson, the next most venerable time providing many opportunities for trouble making is the end of a teaching session ”(p. 5).

The end of the session determines the successfulness or the failure of the teaching-learning process because, if teachers fail to keep students focused till the last minute before they leave, then the efforts they did from the beginning till the end will be wasted. Colin & Laslett (1993) recorded that “the lasting effect of an interesting learning experience can be wasted... if a productive session dissolves into a noisy, chaotic and stressful finale” (p. 5). In order to avoid these short comings, two important phases should be taken into account which are concluding and dismissing a class.

1.2.2.1. Concluding

Concluding is considered as a part of teachers' responsibility to decide when and how to declare the end of the lesson. It is better for teachers to give a warning to students before the session ends up with two minutes. Colin & Laslett (1993) claimed that “it is helpful to give an early warning that will be time to stop in ‘two minutes precisely’” (p. 5). Furthermore, the end of the session can be an opportunity for teachers to give further explanation and feedback, and

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to enable the teacher to check whether his/ her objectives that he/ she sets at the beginning of the session are achieved or not. (Colin & Laslett, 1993, p. 6). Thus, the teacher can end up the session in an enjoyable way such as a competitive game for students to play. In this regard, Colin & Robert (1993) stated that “it can also be a good idea to reserve sometime for a game, a quiz or a story so that the conclusion of the lesson becomes a reward for earlier effort” (p. 6). The concluding phase has strong relationship with teachers’ ability to devote appropriate time for each phase of the lesson because they should decide when and how the lessons should end up.

1.2.2.2. Dismissing

Class dismissing depends highly on students’ age, because some ways of dismissing can be useful with young children but not with advanced ones. In this point particularly, Colin & Laslett (1993) claimed that “decisions about the precise method for dismissing a class will vary according to the age of pupils” (p. 6). Class dismissing is usually characterized by noise especially when students gather their materials and rush to go out, along with occurrence of some unacceptable behaviors including confrontation with other students. In this case, teachers are responsible to decide about the appropriate way to dismiss their class. According to Colin & Laslett (1993), students are “more likely to provoke confrontation with older pupils”(p. 6). Additionally, class dismissing should be an opportunity for teachers to give feedback or extra explanation, and for students to enjoy their learning experiences where Colin & Laslett (1993) claimed that the end of the session is characterized by “giving feedback, enjoying a game or other relaxing end to the session”(p. 7). To sum up, class dismiss may hinder the success or failure of the teaching and learning processes. For example, if teachers fail to maintain order and control their students’ behaviors till the last minute before they go out, then they will waist all the valuable teaching and learning experiences.

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1.2.3. Get on with it

‘It’ in this context refers to different parts of the lesson, and students’ readiness to take part in the lesson including their self-esteem that is considered as a part of teachers’ responsibility to take care of. (Colin & Laslett, 1993, p. 7). The rule of getting on with it involves two elements which are content and manner.

1.2.3.1. Content

It is one of the teachers’ responsibilities to decide about the appropriate content to deliver to students based on their abilities and major differences between students. In fact, difficulties in learning may result in misbehaviors that often happen because the content delivered by the teachers is not matched with students’ abilities (Coli Laslett &, 1993, p. 7). Successful transmission of content depends on the methods of delivery and materials that teachers decide to use based on the nature of the lesson. According to Colin & Laslett & (1993) “methods and materials should also be closely examined to see that learning experiences are suitable and study tasks are attainable for pupils with a range and diversity of aptitudes and abilities”(pp.7-8) .

Teachers should not introduce too much content at one lesson, because some elements need to be introduced at the beginning while others need to be delayed to be introduced later. Colin & Laslett recorded that teachers need to break topics into smaller units (1993, p. 8). Another important point is the type of activities teachers give to students after the presentation of content, which should be compatible with students’ level of comprehension. Nevertheless, the successful delivery of content is determined by students’ mental and physical readiness for delivery because some students with learning difficulties need much attention and care in order to successfully acquire the knowledge transmitted to them. In this regard, Colin &

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Laslett (1993) stated that “pupils with learning difficulties whose previous failure leave them needing frequent reassurance that they are on the right track” (p. 8). They also added “these children will also benefit from teachers taking particular care to deliver instructions clearly and precisely” (p. 8).

In addition, teachers should not focus only on one aspect of knowledge to transmit; rather the lessons should include a variety of elements. According to Colin & Laslett (1993), “finding balance is not always easy...but most lessons should involve some listening, some looking, some thinking, some talking, some reading and some writing”(p. 8). Successful delivery of content depend more on teachers, students readiness and well function materials and equipment. Also, the method of teaching that the teachers use should be suitable for students level and objectives they want to achieve at the end of the lesson.

1.2.3.2. Manner

Manner is the way in which something is done or happened. More specifically, the way teachers deal with their class reflects their attitudes, and conveys messages both through what and how it is said (Colin & Laslett, 1993). Skillful teachers are the ones who predict disruptive behaviors and avoid them before they grow more and turn into serious problems to solve. Colin & Laslett (1993) pointed out that “effective teacher is skilled at spotting and dispersing a minor disturbance before it build up into a major depression”(p. 9) . Moreover, facial expressions, tone of voice attribute in successful communication between teachers and their students to make sure that it is being heard (Colin & Laslett, 1993). As the opposite of what has been said, some teachers tend to use shouting and threats with their students, but they are considered as a sign of lack of self-confidence or as Colin & Laslett (1993) considered it as “a suggestive of hysteria that confident control” (p. 9) .

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Additionally, teachers' questions are considered as an important aspect of manner which depends on teachers aim behind asking them. Some teachers tend to ask tricky questions in order to find out if students pay attention to the lesson or not, then if students are not following or face a difficulty to understand the content they will be humiliated by their teacher in public class. Students who get humiliated in front of their class mates will develop negative feelings towards themselves and towards their teacher. Colin & Laslett (1993) claimed that teachers' tricky questions are "a cost of potential embarrassment and humiliation for less able pupils" (p. 10). Some teachers may use questioning as a means to check whether they are competent enough to deliver the content to students and if the ways of explanation are effective enough.

1.2.4. Get on with them

Get on with them particularly focuses on teacher-student relationship, because both teachers and students play key factors to guarantee successful teaching and learning process which is built by fostering mutual trust and respect (Colin & Laslett, 1993, p. 10). This rule gives much emphasis to knowledge about two elements of who's who and what's going on.

1.2.4.1. Who's who

It is important for the teachers to discover the major individual differences between learners, because teachers' responsibility requires them to know students names and associate them with their faces (Colin & Laslett, 1993, p. 11). Nevertheless, knowing students names and faces along with the places they sit in is beneficial for the teachers to identify trouble makers and reduce sources of friction. Thus, it reflects a kind of positive aspect, because it reveals the teachers interest and willingness to spend time learning their students' names (Colin & Laslett, 1993, p. 11). Teachers may use some strategies to remember students'

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names and faces easily. For example, teachers may write comments beside students' names (Colin & Laslett, 1993, p. 11).

Furthermore, teacher-students relationship should not be limited only to the inside but also to the outside of the classroom including chatting with them in play grounds and corridors in order to get more information about their preferences, needs and backgrounds. In this context Colin & Laslett (1993) said that "taking every opportunity to chat informally to children outside class in playground, corridor and dining room so that some additional background information is added to the teacher's mental picture" (p. 11).

1.2.4.2. What's going on

It is commonly known that almost in every class there is a group of pupils who set out on a planned campaign of disruption (Colin & Laslett, 1993). That is to say, disruptive students may break classroom rules and teachers authority. For this reason, teachers need to notice and predict minor disruptive behavior before they evolve to biggest problems. In addition, teachers should not be bound to their desk the whole time, rather they should move around the room to guide students' work and be closer to them this is what Colin & Laslett (1993) refers to as "mobility and marking" (p. 12). This means that when teachers move around the room they can identify sources of noise and trouble makers. Thus, they will deal with trouble makers in isolation to not disturb other students. Colin & Laslett (1993) recorded that "often merely moving to an area where shuffling feet or an increasing volume of noise may indicate the beginnings of disruption can refocus attention but if not, then a mild rebuke, quietly spoken to an individual can be more effective and certainly less distracting than a loud public admonition" (p. 12).

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Classroom management rules along with all their sub-processes provides detailed instructions and knowledge on how teachers should manage their classes successfully and control their students behavior, actions and attitudes both inside as well as outside classroom. All these rules aim to facilitate teaching and learning processes with maximum shortcomings. They include all the classroom management aspects that serve as a guide to help teachers become more effective classroom managers.

1.3. Approaches of Classroom Management

Wolf-Gang and Glickman (1986) developed a classroom management approaches model which consists of the Interventionist approach, the Non- Interventionist approach and the Interactionalist approach.

1.3.1. The Interventionist Approach

In the interventionist classroom management approach, the major focus as the name suggests is on the teacher intervention to regulate students' behavior, because teachers are considered as the dominant leaders of classroom where they impose some rules and authority on students in order to successfully maintain order and keep students behavior under control. One of the supporters of this approach is Skinner (1974). In his book about Behaviorism, Skinner (1974) claimed that "behaviorism is not the science of human behavior; it is the philosophy of that science" (p. 3). Thus, Skinner (1974) considered reinforcement as a means to increase good behaviors and reduce undesired ones, when he recorded that "everything ... can be made in taking advantage of what we know about contingencies of reinforcement" (p. 181).

According to the Social Learning Theory of Bandura (2001), self-efficacy determines the way people behave and students' perceptions are important in the learning process. He

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recorded that “efficacy beliefs are the foundation of human agency. Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to preserve in face of difficulties” (p. 10). Moreover, and according to this theory, teachers need to shape students behaviors by encouragement to change for the best. While Dreikurs (1991) believed that teachers should be friendly with their students in order to reduce unacceptable behaviors. He stated that “as teachers learn to talk less act more... discipline problems are minimal” (p. 96). Furthermore, Canter & Canter (1993) stated that “assertive teachers believe that a firm, teacher-in-charge classroom is the best interests of students wish to have their behavior directed by the teacher” (p. 1). From this point of view, positive relationship between teachers and students is able to increase students’ motivation to learn more and behavioral problems will be prevented from occurrence in classroom.

1.3.2. The Non-Interventionist Approach

This approach is quite the opposite of the interventionist approach, because students have limited freedom and primary responsibility to control their behaviors and prevent them from occurrence in classroom. Kounin (1970) believed that teachers’ management style affects students’ behaviors, stated that “how a teacher’s method of handling the misbehavior of one child influences other children who are audiences to the event but not themselves target” (p. 2). Moreover, this approach gives importance to individual differences and the students’ ability to develop rules under the teacher guidance, because students take a part of responsibility to manage their class with their teachers. Kounin (1970) claimed that “one might say that a mastery of group management techniques enables a teacher to be free from concern about management”(p. 145) .

1.3.3. The Interactionalist Approach

The interactionalist approach is a combination of both the interventionist and the non-interventionist approaches. In this approach, students share responsibility with their teachers to control classroom, because teachers develop rules with students' agreement. One of the supporters of this approach is Glasser (1997) who introduced the "Reality and Choice theory", In his theory, Glasser (1997) claimed that "choice theory teaches that we are all driven by four psychological needs embedded in our genes: the need to belong, the need for power, the need for freedom, and the need for fun "(p. 17). That is to say, both teachers and students have the chance to discover the individual behavioral differences that each one of them embedded, and specifically teachers who need to put more efforts in order to understand how students desire their teacher to treat them like. By doing so, undesired behaviors or discipline problems will be avoided since both teachers and students know their roles and responsibilities.

Nevertheless, although teachers have built certain knowledge and experience about what classroom practices are useful for their classes, but it have been rarely explored what approaches they adopt for effective management process. In summary, interventionist teacher are proactive in providing consequences for students behaviors, the noninterventionist teachers are proactive in providing learning environment that help them avoid all students misbehaviors, and interactionalist teachers manage their classes through a combination of interventionist and noninterventionist approaches.

1.4. Factors Affecting Classroom Management

Classroom management is a broad term that is affected by various factors which results in unmanageable classes. These factors are related to teachers, students, space and time. Colin & Laslett (1993) stated that "good classroom management depends more upon

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teachers and children working equitably together” (p. viii). Concerning space, McLeod et al (1940) recorded that “classroom space count in order to have a rich and inviting classroom environment” (p. 3).

1.4.1. The Teacher Factor

Teachers are considered as the key factors in the success of the teaching and learning processes in general and classroom management in particular. Effective teachers are the ones who take full responsibility to manage their classes with less difficulty or influence on students’ achievements or way of behaving. There are some factors that may affect the teachers’ way in managing their classes including anxiety, which has most of the time a negative impact. Anxiety according to Arnold (1999) “is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension, and tension” (p. 8). It is commonly known that teachers at some points develop negative feelings that hinder the success of their classroom management and affect both the teaching and learning processes.

Nevertheless, teachers’ lack of self-confidence may affect the way they manage their students’ behavior in classroom. Thus, teachers who have doubt about their ability to manage classroom generally and students’ behavior particularly may become anxious. According to Colin & Robert (1993), “teachers who have difficulties in controlling pupil’s behavior are anxious about losing their respect”(p. 126). Moreover, teachers’ self-esteem may increase several difficulties to manage their classes effectively, because the major difficulties of classroom management are certainly a blow to teacher’s self-esteem for this reason teachers need to trust their abilities to not fail in their primary task (Colin & Robert, 1993, p. 126).

In addition, teachers expectations are a very important aspect that may influence both students and classroom management as Colin & Laslett (1993) said that “teacher’s

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expectations are conveyed to pupils in a variety of subtle ways which have a powerful influence in helping or hindering the development of the pupil's self-image as a competent or incompetent teacher"(p. 15). Thus, teachers' flexibility is important in classroom management, because teachers' ability to be flexible determines their ability to manage their classroom, where they should develop a sense of equality with their students and not to be restricted with them trying to show them who is the boss (Colin & Laslett, 1993, p. viii).

1.4.2. The Student Factor

The Student factor is not less important than the teachers' one in affecting classroom management, because the process of teaching and learning requires the existence of both teachers and students. Students with major differences in characters, needs, levels and preferences meet together in one classroom where they act and react with each other. That is to say, individual differences between students may affect classroom management directly and indirectly; for example, students who have poor self-esteem are more likely to cause discipline problems, where they disrupt the teaching- learning process.

Moreover, some students who have emotional problems such as negative self- esteem which is a serious bar to successful achievement (Colin & Laslett 1993, p. 57), will hinder teachers classroom management because when they regard themselves as unworthy, undeserving, unwanted and unloved, they will behave aggressively inside and outside the classroom. According to Colin & Laslett (1993) "teachers agree that they have little chance of managing classes successfully unless they are able to establish positive relationships with most of the pupils in them, and hopefully with all of them"(p. 57). It is important for teachers to develop knowledge about the major differences, emotional, and behavioral problems of their students in order to avoid them and preserve classroom order, rules and discipline. Colin & Laslett (1993) recorded that "a knowledge of a class is very useful. It goes a long way in

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helping teachers to avoid conflicts which may easily lead them on to some confrontation that could have been avoided if they had known more about these pupils” (p. 65) .

1.4.3. The Space Factor

Space is a very important factor in determining the success of classroom management as McLeod et al (1940) stated “teachers try to make every inch of classroom space count in order to have a rich and inviting classroom environment because they know that the richness of student’s experiences are enhanced or diminished by their surroundings”(p. 3). Space management refers to the organization of classroom that should be prepared before any kind of teaching and learning take place, this what Dewey (1944) explains when he stated that teachers should not start teaching indirectly where they need to set up the appropriate environment where learning takes place (cited in McLeod et al, 1940, p. 5) .

Nevertheless, classroom organization may affect classroom management success, because if the classroom is not well organized to meet students’ needs, then behavioral problems may occur including noise that results from students movement of furniture as well as wasting time of teaching on reorganization of equipments and students sits. This is what McLeod (1940) refers to when he recorded that “the organization of space also affect the way students behave and move around the classroom, as well as how much attention they pay to instruction”(p. 3). Colin & Robert (1993) added that “some sequence or pattern which facilitates the movement of bodies from inside to outside the classroom with minimum contact with furniture...does need to be established. Otherwise the teacher will end up wasting valuable preparation time clearing debris from the floor, readjusting desks and tables or remonstrating with pupils who ought already to be somewhere else” (p. 6) .

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Moreover, a part of the teachers' responsibility is summarized in their ability to choose the appropriate classroom organization patterns based on students levels and needs in order to avoid all the shortcomings that may affect the effectiveness of their classroom management style. In what follows is a classroom organization model by Carol Cummings (2000, p. 41).

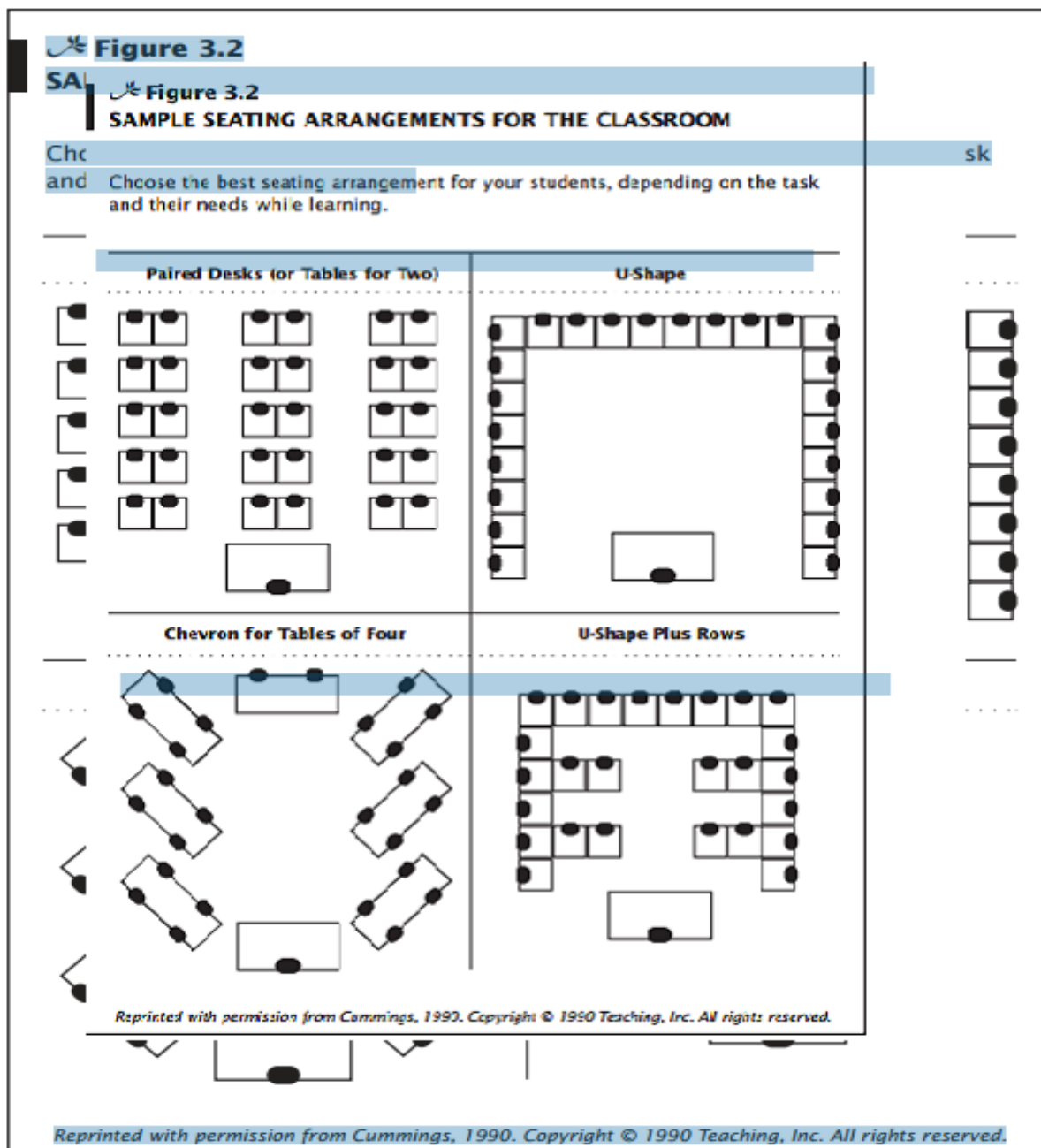


Figure 1: Seating Arrangement Model of Carol Cummings (2000, p. 41).

1.5. The Impact of Classroom Management on Students Achievements

Modern educators have shed light on the impact of classroom management on students' academic achievements. However, the key to ensure high students achievements is determined by effective classroom management practices, because in poorly managed classrooms students do not learn well (Marzano & Marzano, 2003, p. 1). Classroom management studies show that the implementation of classroom management system has a positive effect on reducing disruptive behaviors and improving academic scores (Oliver, & Reschly, 2010, p.188-199). Moreover, teachers who succeed in developing good classroom management skills increase both students' success and engagement in the learning process. Thus, the strong teacher-student relationship is considered as the basic foundation for effective classroom management and increase the level of students' achievements. It also create positive opportunities for students to improve and get the support they need to develop their learning process (Marzano & Marzano, 2003, p. 84). In addition, teachers who fail in creating effective learning environment in classroom to involve all students in the learning process sever from misbehavior problems which result in students de-motivation and careless for their learning. According to Sprick (2012), "teachers can make difference in students behavior...what happens in the classroom can help any student to learn to be more independent and responsible" (p. Vii). Furthermore, well managed classes guarantee effective teaching and learning processes which is directly reflected in students achieving high academic scores. Meanwhile, classrooms that are poorly managed or not well controlled will cause many problems for both the teachers and the learners including disruptive behaviors, misbehaviors, disrespect for teachers authority, confrontations and most of the times end up by school drop-out or teachers quiet their job.

Conclusion

Accordingly, classroom management is considered as a crucial aspect of teaching that it plays an important role in establishing effective teaching and learning classroom environment. This is why teachers should be aware of the factors that may hinder the success or failure of their classroom management. Novice teachers as beginners in the field of teaching may struggle more than experienced teachers when managing their classes in general and oral classes in particular. The following chapter will concern with a review of speaking and listening skills and shed light on novice teachers experience in managing their oral expression classes.

Introduction

The speaking and listening skills have certainly become the primary concern for many EFL learners around the world. Since these skills are of great importance, oral expression teachers should develop effective classroom practices to make teaching and learning of these skills more enjoyable and successful. Moreover, they should develop awareness about the major factors that may affect their students oral performance along with the challenges related to their oral classes management. This chapter provides the review of the literature about the speaking and listening skills as well as concepts of novice teachers along with the challenges they face when managing their oral classes

Section One: A review of Speaking and Listening Skills

2.1.1. Definition of Speaking Skill

The speaking skill has been considered by many educators as a priority for any individual wants to acquire and a language. Speaking is the process of using the language to convey certain messages effectively and in the same time involves the ability to interpret the messages produced by other individuals using the same language.

In addition, through speaking, learners interact and share what they know and what they are learning. In this context, Ur (1984) claimed that “many if not most foreign languages learners are interested in learning to speak” (p .120). Besides, Florez (1999) agreed with Hymes (2003) when he considered speaking as “an interactive process of constructing meanings that involve producing and receiving and processing information” (p. 98). This means that individuals use the language to build meanings through speaking which can be achieved by personal production of messages, reception of messages produced by others, or by procession of information and interpretation of meanings contained in a message.

In addition, Nunan (2003) said that ”Speaking is a productive aural/oral skill and it consists of productive systematic verbal utterances to convey meaning” (p.48). Chaney (1948) defined speaking as “the process of building and sharing meanings through the use of verbal and non-verbal symbols, in a variety of contexts” (p. 13). According to Horndy (2007), speaking skill is the ability to express our ideas, feelings, thoughts, and need orally (p.4).

Additionally, Bygate (1987) recorded “speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and business. It is also the medium

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through which much language is learnt, and which for many is particularly conducive for learning .Perhaps ,then, the teaching of speaking merits more thoughts”.(p. 1).

In summary, speaking skill is the ability to use a given language to communicate effectively with other users of the language, and without much pauses or mistakes in different social or academic settings. Through speaking, people may share ideas, opinions and exchange information freely. Thus, many EFL learners focus on developing their speaking skill for several reasons such as traveling abroad in order to complete their studies or just for communication and cultural needs.

2.1.2. Speaking Skill Elements

The speaking skill includes several components or aspects that differ in number from one researcher to another but remains under the same terms. There are mainly five components of speaking skill which are comprehension, grammar, vocabulary, pronunciation, and fluency along with accuracy, and complexity. All these elements will be explained in what follows.

2.1.2.1. Pronunciation

Pronunciation is related to the way or manner the learners produce a clear language when they communicate with each other in social or academic contexts .That is to say, successful communication is determined by clear pronunciation of the language used in several contexts. Furthermore, pronunciation of sounds according to Marla Trich Yoshida (2013) involves both the mind and body. She claimed that “when we learn new sounds, we need to learn to move the muscles of our mouths in new ways and change the pronunciation habits we have built up all through our lives” (p. 15). English foreign language (EFL) learner’s pronunciation learning may be affected by several factors as Marla Tritch Yoshida

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said (2013) “student’s pronunciation learning is also affected by how much English they have a chance to hear in their daily lives” (p. 10). Moreover, learner’s feelings may affect their pronunciation especially students who have no choice except for learning English (Marta TritchYoshida, 2013, p14). In addition, learners’ motivation plays a key role in developing of good pronunciation, which means that learners tend to do better in pronunciation when they show a desire to learn, and get more chances to practice the language (Marla Tritch Yoshida, 2013, p.8).

2.1.2.2. Fluency

Fluency in language can be defined by several researchers in different ways. Generally it means speaking easily, reasonably, quickly, and without stop or pause. The term fluency, usually refers to the description of second language speech, as Lennon (1990) defined it as “smoothness and ease of oral linguistic delivery”(p. 391). In EFL, to become a fluent speaker demands a lot of efforts and hard work which means the ability of learners to manipulate, lexis, syntax, and larger discourse structures. From the previous definitions, we conclude that fluency is considered as the main objective in foreign language (FL) learning because most of them want to become fluent speakers of the language .Also it plays a major role in keeping learners engaged in the language (Brown 2001, p.116) .

2.1.2.3. Accuracy

Speaking with a high level of accuracy requires FL learners to speak with very few mistakes. Accuracy in speaking is defined by Ellis (2003) as “extent to which the language produced in performing a task conforms to target language norms” (p. 339). Accuracy is related to speaker’s ability to avoid errors in oral performance which will reflect higher

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mastery of the FL. Furthermore, accuracy involves the use of correct forms of the language and production of grammatical and correct sentences.

2.1.2.4 .Vocabulary

Vocabulary can be defined as the words of a given language. It includes single items and phrases or chunks of several words which convey a particular meaning. Vocabulary is central in English language teaching (ELT), because a lack of vocabulary makes students unable to understand each other or even express their ideas and opinions clearly. Vocabulary has much benefit for English language learners (ELLs), because it helps them to understand the meaning of words, and interpret messages delivered by others. Thus, it helps them to communicate effectively in various contexts. Nevertheless, most ELLs show great interest to learn English vocabulary and considered it as a challenging area of language, Ur (2012) confirmed when he said “lexical items ...are an open set...” (p. 3).

2.1.2.5. Grammar

Grammar is needed for any language learners, because it helps them arrange correct sentences while they are communicating with each other. Grammatical competence is needed to be developed by ELLs whom most of the time face difficulty to transfer grammatical rules correctly to their speech. Scarcella & Oxford (1992) stated that “Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary, and sounds of letters and syllabus, pronunciation, of words intonation, syntax, and stress” (p,141).

2.1.2.6. Complexity

Ellis (2009) defined complexity as “the capacity to use more advanced language, with the possibility that such language may not be controlled so effectively”(p. 475). Complexity

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in speaking means that learners who use a particular language are able to manipulate words in various settings; it was not an easy task to define complexity in speaking performance. Shekan and Foster (1997) claimed that complexity is related with “more challenging and difficult language” or “wider repertoire of sentences”(p. 191) .

In summary, components of speaking skill are of great importance for any learners of any given language. That is to say, learners should take into account of the role of each component and develop awareness about its importance in order to develop effective speaking abilities and achieve effective communication processes in different settings.

2.1.3. The Importance of speaking skill for EFL Learners

The speaking skill is considered as the most important skill that EFL learners are concerned with in learning English as a FL. The success to acquire or master the English language is determined by the learner’s ability to use the language fluently and accurately in different contexts. Nunan (1991) said that “the art of speaking is the single most important aspect of learning a language “(p.39). Therefore many educators give much emphasis to interaction, that is to say, learning the foreign language better occur when the learners of that language interact with other users of the language such as teachers or classmates .Thus, teachers aim to provide opportunities for learners to practice the language, because many learners have the goal to be fluent speakers of the language and aim to use it to communicate effectively.

Nevertheless, English language teachers focus more on encouragement of their learners to use English both inside and outside classroom in daily interaction. In this case, learners need to master the basic components of speaking including pronunciation, vocabulary, fluency and accuracy. Many researchers considered the speaking skill as very challenging for

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learners, because they do not focus only on acquiring grammar and vocabulary of the language; rather they try to master the language through speaking to become a native like speakers.. In addition, the learners who are able to read and write English effectively, and they are able to use the language to communicate effectively are called by Wolff (2010)“mute language cleaners” (p.39).

Furthermore, there are several situations where individuals need speaking, such as face to face talking with someone, communicate on the phone, ask for a place, directions, talk to classmates or even communicate with native speakers of the language .In all these situations, the use of the language is required based on some factors such as the status of the person we talk to, the context and degree of formality. In this point particularly, Lindsay & Knight (2006) said that “we speak ...to express our feelings or opinions about something... the possibility of something happening, and so on” (p.58). Since speaking is a complicated process that acquired a very important place in the communication skill, it may involve interpretation of messages produced by other individuals in various possibilities of meaning. Thus, it involves the use of gestures, body language, eye contact ,and intonation all this form the communication process, as Harmer (2007) said “...the speaker can use a whole range of facial expressions, gestures, and general body language to help to convey the message”(p. 53)

Speaking skill is not less importance than any other skills mainly because people in general and EFL learners in particular need to develop effective speaking skill in order to help them communicate successfully in academic or social settings. Therefore, it helps them achieve their needs including the exchange of knowledge, information and messages with different speakers of the language.

2.1.4. Definition of Listening Skill

Listening skill is a complex process that is considered as a crucial component of the oral communication. There was a lack of agreement on one specific definition of listening as but, there are several definitions associated with the listening. In what follow are the some definitions of speaking provided by different researchers. In full, listening skill is considered as an important element of any communication process, where the majority of ELLs spent their time trying to listen to what others are saying in order to develop their listening skill.

Nevertheless, listening skill is a complex process that involves various sub skills that EFL learners need to be aware of in order to achieve a successful communication process. In this context Rost (1994) insisted that “successful listening involves an integration of these component skills. In this sense, listening is a coordination of the components not the individual skills themselves. This integration of these skills constitutes a person’s listening ability”(p. 142). In addition to what has been mentioned above, Burness (1984) (cited in Solak, 2016, p. 30) argued in his definition that listening comprehension is a highly complex problem-solving activity that can be broken down into a set of distinct sub-skills.

Additionally, listening is the process of receiving and constructing meaning from and responding to spoken/ and or non-verbal messages (Brownell, 2002) (cited in Solak, 2016, p. 30). Thus, listening is an interactive skill to which EFL learners need much efforts and practice to identify what others are saying and comprehend accent, pronunciation, grammar, vocabulary and understanding of meanings (Thomlison’s, 1984, p. 30). Listening skill is one of the four skills of a language. It is an active involvement that requires the ability to listen, try to understand, accept and respect what other individuals are trying to say. It helps the listener to develop knowledge about the speaker attitudes towards a certain topic.

2.1.5. Types of Listening

There are mainly six types of listening which are the different from each other in purpose and importance. They are the following:

2.1.5.1. Extensive and Intensive Listening

Harmer (1998) stated that intensive and extensive listening are types that have great importance, because they give students much opportunities to listen to their teacher as well as other speakers. He claimed that extensive and intensive listening “help them to develop their pronunciation and acquire good speaking habits they absorb” (p. 228). Therefore, extensive listening which is done most of the times outside classroom encourages students to decide what they want to listen based on their preferences. According to Harmer (1998) extensive listening aims to “to give students more and more reasons to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group”(p. 229). Meanwhile, intensive listening is done in everyday situations, where learners have the chance to listen to different materials and focus on precise sounds, words, phrases and grammatical units along with pragmatic units (Rost, 2002, p. 138).

2.1.5.2. Appreciative and Empathetic Listening

Appreciative listening includes listening for the purpose of enjoyment which involves listening to television, radio, films and music. This type of listening is defined by Stephen Lucas (1998) as “listening for pleasure or enjoyment, as when we listen to music, to a comedy, or to an entertaining speech” (p. 57). Meanwhile, empathetic listening means that the listeners seek to understand emotions and feelings of other people as Lucas (1998) recorded that “Empathetic listening provides emotional support for the speaker, as when a

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psychiatrist listens to a patient or when we lend a sympathetic ear to a friend in distress”(p. 58) .

2.1.5.3. Comprehensive and Critical Listening

In comprehensive listening, students seek to make sense of difficult sounds contained in a message. In order to comprehend meanings contained in a message, students need to have a lexicon of words, rules of grammar and syntax. Lucas (1998) recorded that “comprehensive listening is devoted for understanding the message of speaker, as when we attend a classroom lecture” (p. 58). Concerning critical listening, the ability to listen critically is very important and requires much more attention, because the listeners have the choice to accept or reject the messages.

The types of listening mentioned previously are different from each other but they are used exchangeable from one context to another. Extensive and intensive listening are helpful for learners because they aim at developing both speaking and listening skills. That is to say, they help learners to develop effective speaking habits and encourage them to improve their listening skill inside as well outside classroom. Concerning appreciative and empathetic listening, they create enjoyable listening process and develop learners’ awareness about how other individuals feeling and act. As for comprehensive and critical listening, they aim at developing learners’ awareness to different sounds and meanings contained in a message as well as pay attention to what is said in order to decide whether to accept or reject it.

2.1. 6. The Importance of the Listening Skill for EFL Learners

Listening skill is very important in both daily life and in academic contexts. Therefore, emphasizing the importance of listening for EFL learners. The listening skill enables learners to discover the systems of the target language at different levels such as phonetics, phonology

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and grammar. Concerning this point, Rost(1994) claimed that teachers should provide learners with exercises that draw their attention to new forms of grammar and interaction patterns in the language, and listening is vital in the language classroom because it provides ELLs with input that will help them to acquire the language (pp. 141-142).

Of all the main four language skills, listening is of great importance in both daily life and academic settings as it is crucial for people to enjoy an effective communication process. Thus, through listening learners receive knowledge and information from the teachers and other users of the same language.

2.1.7. Factors Affecting Students Oral Performance

Several factors influence students speaking skill, most of the time in negative ways. These factors include anxiety, motivation, and lack of self-confidence.

2.1.7.1. Anxiety

Anxiety in FL learning refers to the negative feelings of worry, nervousness, and fear of judgment that learners experience when they use or practice the FL. Anxiety is defined by Arnold (1999) as “Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension, and tension”(p. 8). Anxiety is a very influential factor that often affects learners’ oral production in EFL. Most of the times, students who develop serious anxiety will consequently feel doubt about their speaking ability when they involve in oral activities or produce their oral performance in the target language. Thus, most students prefer to remain silent and not to involve in classroom interactions or any oral activities, they became tongue-tied or lose words in a certain situation. Therefore, Horwitz & cope (1991) referred to FL anxiety as “specific complex of self-consciousness, convictions, feelings and

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conducts related to classroom language learning stemming from the uniqueness of the language learning process”(p. 31). Thus, anxiety in EFL may prevent learners from talking in public classroom or participate in oral activities generally and those who involve collaboration or group work specifically.

2.1.7.2. Motivation

Motivation is an important factor that has an influential role in all type of learning including it noticeable effects on ELLs oral production. That is to say, motivated learners have more willing to participate, interact in the classroom and have more desires to take part in oral activities. Learners who are de-motivated become marginalized and lose the will to talk or interact with their teachers or classmates. This means that motivation determines the success of ELLs oral performance. As Harmer (2001) said ”Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.”(p. 51). Motivation is classified into intrinsic which comes from inside learners, that is to say (i.e.) learners develop inner will or desire to learn the language and use it through oral production. Whereas extrinsic motivation is the opposite; because it is conditioned, i.e., learners learn and use the language to be aware at last to get a job or build a career.

It is the teachers’ responsibility to motivate their learners and keep them interested and involved in oral activities where they create equal chances and opportunities for learners to practice the foreign language. Therefore, motivation can be strongly related to rewarding, that is to say, teachers need to better know their learners in terms of their needs, personal interest and preferences. After that, teachers will decide on the type of rewards to be given to their learners as praising them in open class, adding marks or even giving small gifts such as books or stories depends on the teacher. As Dornyei (2001) said, they are “methods and techniques to generate and maintain the learner’s motivation.” (p. 2).

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Motivation is influential factor that hinder the success or failure of the leaning process. This means that, students who are highly motivated by their teachers are proven to acquire and master the language better than students who are not motivated. Students' oral performance is determined by teachers' ability to provide interesting lessons, motivate students and use strategies to involve them in the lessons.

2.1.7.3. Lack of self-confidence

Among the factors that affect ELLs speaking, a lack of self-confidence which may create much difficulty for ELLs in terms of use of the language to communicate and interact with others. Gardner & MacLnytre (1993) defined self- confidence as “lack of language anxiety and positive self-rotted proficiency in the second language” (p. 6) .Learners who suffer from a lack of self-confidence are prevented most of the times from participation in classroom oral activities, that is to say, they are not encouraged enough to participate in role plays, debated or dialogues because they think that they are not good enough or they think of teacher and classmates criticism. Also, many learners would not be involved in a conversation in English because their fear of being mocked by more able learners will prevent them from participation.

Consequently, learners' lack of self- confidence will create much serious difficulties with negative influence on speaking performance which end up with failure to acquire the target language (TL). Teachers need to notice their learners weaknesses then decide on some strategies to help raise students self - confidence such as involve them more in classroom discussions where they should be encouraged and free to express their opinions. Involve learners in oral activities such as role-plays help them gain more confidence and trust themselves when they see their achievements.

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In summary, self-confidence goes hand in hand with motivation because the level of motivation determines the level of self-confidence. This means that, students who are motivated to participate in the classroom activities develop strong self-confidence, while others who are not motivated to involve in these activities such as shy students will develop lack of self-confidence. Also, the teachers need to be aware of their students' weaknesses and help to reduce them. For example, the teacher may depend on praising shy students how answers correctly or participate in group work as an effective member for the first time.

2.1.2.1. The Role of EFL Teachers in Oral Expression Class

In EFL oral expression classes, the teachers' role is a key factor which determines the success or failure of both teaching-learning processes and classroom management in particular. That is to say, since speaking and listening skills are more demanded for any learners who want to acquire and master any given foreign language generally and English language specifically, teachers take more responsibility to help learners achieve their goals by create more vivid learning environment where ELLs learn not only the aspects of the language, but also create opportunities for them to practice the knowledge of the language via exposure. In addition, teaching the speaking skill requires a lot of time and efforts that teachers make from the beginning of the new academic year, and then teachers try to meet the expectations of their learners discover their needs and work together to achieve them. According to Harmer (2007), teachers are like "a gardener, because he/she plants the seeds and watches them grow"(107). The seed in this context refers to students who are surrounded by teachers care and attention.

Nevertheless, teachers in EFL oral expression class play the first role whose aim is to create physical conditions and setting where leaning occur such as furniture ,behavioral ,and materials arrangement in addition to their function as delivers of knowledge that they impart

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in classroom under certain circumstances. In EFL oral expression classes are required to teach effectively, guide students and keep classroom under control since speaking skill is much important skill that help learners to acquire other skills and practice them all together in the same time.

Additionally, the second role of the teacher is to listen to his/ her students' needs and preferences, then teacher teach them based on these needs, also to know when and how to increase learners' motivation. Motivation in EFL oral expression class affect student oral production ,because students who are more motivated tend to involve more in classroom interaction ,communication and better acquire the target language. Harmer (2001) introduced three important roles for teachers to play if they want to make their learners fluent speakers.

The third role the teacher play is to provide students who are not able to express something or find appropriate words by giving them hints, alternative words, or initials letters that compose the intended words. In the fourth role, teachers serve as participant who means that teachers give a speaking activity to their learners to do usually to do in pairs, then from time to time teachers intervene to give feedback and correction if needed. This role helps teachers to identify learners' difficulties then equip them with appropriate materials to avoid them. The last one, is the role of giving feedback. The teachers give feedback to learners after they finish an oral activity. Feedback teachers give to their learners may affect learners' motivation and self -confidence, because too much feedback will make the learners doubt about their speaking ability.

Teachers are the dominant leaders of their classes where they practice their rules and authority over his/her students. Thus, teachers play several roles in the classroom; they serve as leaders, guiders, supervisors and participants in different classroom activities. The role of EFL oral expression teachers is mainly the managers who aim to create physical conditions

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and settings where effective leaning occur. These conditions include furniture arrangement based on the nature of the lesson, behavioral management, and materials organization in addition to their function as delivers of knowledge that they impart in classroom under certain circumstances.

2.1.2.2. Oral Expression Activities

Several activities are used by EFL teachers are involved in the development of the speaking and listening skills such as games, role plays, dialogues, oral presentations, pair work, group work, storytelling and taped dialogues.

2.1.2.2.1. Games

Games are widely used activities in EFL oral expression classes where teachers try to teach the FL in lore enjoyable ways. According to Wright (2006), a game is “an activity which is entertaining and enjoyable, often challenging and activity in which learners play and interact with others” (p. 1). There are many types of games. For example, information gap games help EFL learners to share information and collaborate with other classmates in order to complete certain task. According to Harmer (1998), information gap games are when “two speakers have different part of information, making up a whole; because they have different information there is ‘gap ‘between them ’”(p. 88). Meanwhile, Nunan claimed that information gap activities involve transfer of information from one person to another (1989, p. 66). Moreover, EFL teachers depend also on other types of educational games such as guessing games, which is easy to implement because one student knows the information whereas other student does not know the information, but must guess it. In this regard, Klippel (1984) recorded “the basic rule of guessing games is eminently simple; one person knows something another one wants to find out”(p. 31). Games provide opportunities for EFL learners to

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practice the language as it occurs in its natural contexts through collaboration and cooperation with other users of the language.

2.1.2.2.2. Role- plays

Role-plays refer to classroom communication activities that are widely used by EFL teachers in oral expression classes. According to Tompkins (2001), a role play “is one of classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the language in context similar to real life situations whereas stress and shyness are removed”(p. 1). This means that, role plays encourage learners to become active participants in the target language and build effective learning experiences. In role- plays, learners imagine themselves as the characters that live each event of the play and involve their feelings along with their emotions and actions as if they are real actors on the stage. In addition, role-plays provide a plate form for discussion and help learners to develop their speaking skill through sharing their learning experience with other users of the target language.

2.1.2.2.3. Dialogues

Dialogues are well known activities in EFL oral expression classes which involve a written conversation spoken by two or more participants. Therefore, dialogues are used in oral expression classes for several purposes. First, they help learners to practice the target language within different contexts (Ur, 1996, p. 78). Second, they are beneficial for learners not only to get rich vocabulary, but also to use English grammatical rules correctly. Third, it helps learners to imitate vocabulary and pronunciation to express their personal thoughts. Additionally, dialogues are not only beneficial to acquire aspects of the TL, but also help learners to develop cultural awareness. Rogers stated that dialogues provide the means of

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contextualizing structures as well as some cultural aspects of the TL (2001, p. 59). In addition, dialogues offer some helpful ways for learners to work together in collaboration, and encourage them to share their leaning experiences in classroom.

2.1.2.2.4. Oral presentations

An oral presentation is a short talk on a certain topic on interest given by the teacher or selected by the students themselves based on their personal preferences and interests. Therefore, learners are required to talk about their selected topic based on their background knowledge or experiences. The, purpose behind the use of oral presentations is to help learners communicate through the use of the TL to deliver a message, report something as well as present facts and information about a certain area of interest. Additionally, teachers of oral expression prefer oral presentations because it involves learners in the TL through practice and develop their speaking abilities. Also, it helps learners build experience in planning successful oral presentations they can use in their real life or future work, reveal their weaknesses, and encourage them to start any conversation with other users of the language. Concerning this point, Melion & Thompson claimed that if oral presentation is guided and organized, it will help learners to develop experience (1980, p. 503).Furthermore, oral presentation increases learners' autonomy, participation and communication skills.

2.1.2.2.5. Pair Work Activities

Pair work is not less important than any other type of activities that EFL oral expression teachers use in their class. According to Harmer (1998), pair work is “the moment students get into pairs and start working on a problem or talking about something, many more of them will be doing the activity than if teacher was working with the whole class, where only one student talks at time”(p. 21). Moreover, pair works according to Harmer (1988)

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“increase the amount of speaking time any one student gets in the class, and interact independently without the necessary guidance of the teachers. Thus, promoting learner independence”(p. 165) . Pair work activities are very useful for ELLs especially in oral class, because they help them to have their personal space to work together and share ideas with other pairs in order to develop a sense of autonomy and responsibility towards their learning.

2.1.2.2.6. Group Work Activities

Group work activities are a very common type of oral activities that involves groups of students working together in collaboration for the purpose of sharing information and knowledge. Thus, group work is a real meaning activity because it gives students the opportunity to discuss a certain topic of interest and reduces the dominance of the teacher's talk over the class (Mackay & Tom, 1999, p. 26). Therefore, group work activities are very helpful for students to develop autonomy in learning as Harmer (1988) considered group work as an activity that “promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher”(p. 166) . Moreover, there are some criteria that teachers depend on in order to select members of the group which differ from one teacher to another based on the objectives they want to achieve. One of these criteria is that the group should include less but no more than five members as Harmer (1998) recorded “cooperative activity: five students, perhaps, discussing a topic, doing a role play or solving a problem”(p. 21). Additionally, within the group work students get more opportunities to be active participants and share all their ideas or points of view freely about the topic in hand. In this point particularly, Harmer (1998) claimed “In groups, students tend to participate more equally, and they are also more able to experiment and use the language than they are in a whole class arrangement”(p. 21). Additionally, group work activities give

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opportunities for shy students to participate in accomplishment of the work and develop strong self-confidence.

2.1.2.2.7. Storytelling Activities

Storytelling is considered as one of the most famous listening activities that EFL Oral Expression teachers depend on to teach the English language. Teachers start first by selecting a story based on their choice and objectives they want to achieve by the end, and then provide students with the story in order to listen to and extract the general meaning. By doing so, students will develop their vocabulary and deduce different language structures.

Moreover, oral expression teachers use story telling activities to motivate students to learn and practice the target language, because they like this type of activities more. According to Thornbury (2005), “storytelling is a universal function of language and one of the main elements of any casual conversation”(p. 95). Nevertheless, teachers may support their storytelling activities by using other teaching aids in order to help the students improve their listening ability and pay attention to sounds, meanings and pronunciation along with speed of delivery which should be compatible with their level of comprehension.

2.1.2.3. The Importance of Authentic Materials in EFL Oral Class

In language learning, authenticity refers to the use of materials or language in the way it is used in its natural context by native speakers. Authentic materials in the context of ELT have been questionable for many researchers who defined it differently based on their aims and understandings. Nunan (1989) stated that “authentic refers to any materials which have not been specifically produced for the purpose of language teaching” (p. 54). Authentic materials are used in oral classes for the purpose of making the teaching of speaking and listening skills more enjoyable and interesting. Also, authentic materials help learners to be

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exposed to the language produced by it native speakers and lead them to be fluent and native like speakers of English as Widdowson (1990) claimed “the language presented to them may be a genuine record of native speaker...as authentic discourse” (p. 45).

In addition, authentic materials are classified into different types. First, visual authentic materials which involve flash cards, images, and graphics. Second, auditory authentic materials include video tape records and songs. Third, audiovisual authentic materials such as videos, films, and animation short films, etc. Authentic materials involve the use of technological devices such as computers, projectors, cameras, and data show, etc. which are considered as the major important devices for teachers to teach speaking and listening skills. From another side, authentic materials help learners not only learn English language but also develop cultural awareness.

Section Two: Novice Teachers and the Challenges they face in managing oral classes

1.2.1. Definition of Novice Teachers

There is no significant definition of the term novice teachers, because every researcher defines it according to the field he/she belongs. Hence, several definitions were associated with the term novice teachers as those who define them as beginners to the field of teaching. Freeman (2001) refers to novice teachers as “teachers who have been working for less than three years”(p. 72).

Additionally, novice teachers are commonly known as teachers who has just completed their study, and newly started teaching at an institution either directly or indirectly after graduation. In this context, Ozturk (2008) regarded novice teachers as “newly graduated teachers who has just started teaching as a beginner in the teaching profession”(p. 8) .

Furthermore, novice teachers are the ones who experience teaching for the first time as Farrell (2012) recorded that “novice teacher is regarded as anyone who teaches a new course for the first time” (p. 437). It is important for novice teachers to keep a good impression in their first year in the field of work, where they make sure to survive from any obstacle that may face them. Senior (2006) stated that “it is important for novice teachers to create a good impression in their first job: ensuring that there face ‘fits’ in the language school that has offered them temporary employment” (p. 56).

However, novice teachers or beginner teachers are those newly graduate student-teachers who are teaching a subject matter in an educational institution for the first time either directly or indirectly after graduation. Thus, they have less than three years’ experience in the field of teaching.

1.2.2. Characteristics of Novice Teachers

Novice teachers have more than one characteristic that distinguishes them from any other kinds of teachers. The main important ones are planning process, flexibility in planning process, self-efficacy and the integration of knowledge.

The first characteristic is planning process, where Tsui claimed that novice teachers rely on some rules and previously prepared models to plan their lessons where they consider them as a model or a guide (2003, p. 25) . One of the well-known models they use is the one of Tyler (1950). In this model, teachers start first by identifying aims and objectives of the lesson, then decide about content, materials and types of activities to use. Finally, teachers make an evaluation that serves as input for future teaching. Furthermore, and concerning the objectives, novice teachers usually follow the objectives that the curriculum guide provides them with. In Westerman's study (1991), novice teachers claimed that "the curriculum guide gives you instructional objectives" (p. 296). Thus, novice teachers restrict themselves to a certain teaching method although they are convinced that alternative teaching methods might be useful (Tsui, 2003, p. 25). Moreover, novice teachers consume much time planning their lessons, because they are not experienced enough, as Tsui (2003) recorded that novice teachers "had to spend much time and energy preparing for teaching" (p. 26).

The second characteristic of novice teachers is self-efficacy, which is defined by Bandura (1997) as "belief's in one's capabilities to organize and execute a course of action required to produce a given attainment" (p. 3). This means that novice teachers should develop strong self-efficacy and control their actions and behaviors, because they have a great influence on students' achievements and behaviors. Also, novice teachers who have higher self-efficacy, tend to have more intention and commitment to their teaching (Rots et al, 2007, pp. 543-556).

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The third characteristic that novice teachers have is flexibility in lesson planning. According to Tsui (2003), novice teachers are less flexible in their planning process, where they spend much time in planning their lessons and focus more on reviewing the content with students (2003, p. 26) .

The fourth characteristic of novice teachers which is the integration of knowledge, Novice teachers are said to have huge knowledge repertoire, because they are newly graduated and they are able to remember and transmit their knowledge to their students. Flores & Day claimed that novice teachers are competent in the field of education because they are fully equipped with a proper knowledge (2006, pp. 219-232).

Novice teachers as beginners to the field of teaching have some characteristics that distinguish them from any other type of teachers. Concerning their planning process they follow some rules and models made by other researchers and educators in the field of education and they are less flexible in their planning process, because what matters for them is to successfully survive in their job. Moreover, they should develop strong self-efficacy and abilities to integrate knowledge.

1.2.3. Novice Teachers First Experience in the Field of Teaching

The transition of novice teachers from education to the field of work is marked by some difficulties and challenges that might be frustrating and disappointing. New beginning teachers may find many difficulties in terms of teaching a given subject matter for the first time, because the nature of teaching is very complex and require several steps or stages such as lesson planning.

Therefore, the first teaching experience is characterized by difficulty, because novice teachers try to create their own social reality to be compatible with their personal image they

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have in mind (Day, 1999, p. 59). That is to say, novice teachers try to apply what they have received at their university study in real classroom, as Paran (2012) recorded that novice teachers are “battling with the conflict between their beliefs, their training, the realities of classroom, the demands of parents and learners, the requirements to demonstrate immediate attainment” (p. 475) .

Moreover, the first experience that novice teachers go through may determine their future career, as Pitton (2006) stated that “the success of new teachers is critically linked to their first teaching experiences and the opportunities they are given to talk through issues they face in the classroom” (p. 2). Nevertheless, the ability of novice teachers to cope varies from one teacher to another, and many of novices who fail to cope tend to drop-out or quite their job at early years of teaching. Concerning this point, Ozturk (2008) claimed that “25% to 50% of beginning teachers leave during their first three years of teaching, and nearly 10% leave in their first year”(p. 20) .

In summary, the first experience EFL novice teachers have in the field of teaching is characterized with difficulties and struggles in order to adapt to the profession. Most novice teachers fail to adapt to the real school settings which leads them, most of the times, to quit their jobs in early days. They face serious difficulties to transmit what they have received at university studies to real classroom settings. Also, they lack skills and techniques to manage their classrooms successfully and provide effective teaching process. The major struggles they face are due to the lack of experience and training as well as guidance and support of other experienced colleagues in the field. The guidance and support received from other teachers may help novices to avoid all the shortcomings and struggles concerning lesson plans, time management strategies and how to avoid all the unwanted behaviors performed by the students in classroom.

1.2.4. Novice Teachers' Need for Support

Support is one the most important factors that affect novice teachers' survival in their profession. Brannan & Bleisten (2012) conducted a study to investigate novice teachers' perceptions of support and the results reviled that "support like pedagogical ideas, teaching resource, and logistical knowledge provided by colleagues, mentors or both"(p. 534) .

Furthermore, school may provide support for novice teachers by setting up well equipped space, provide enough materials and time to make teaching easier for novices. Sometimes novice teachers find themselves overwhelmed by high demands of the school they are working in, as Baechar (2012) in her study of novice teachers stated that schools should start by " building level support such as physical space, materials, or administrator-allocated time for collaboration"(p. 584) .

Nevertheless, experienced teachers are important providers of support for novice teachers, where collegial support is a need according to Brannan & Bleistein (2012) because it includes "sharing ideas about teaching, classroom management, school policies, or logistics, as well as peer observation and sharing resources" (p. 531). Sometimes, novice teachers prefer to receive other colleagues support indirectly or without request as "unsolicited help" (Brannan & Bleistein, 2012, p. 532). Thus, experienced teachers are more powerful and professional than novice ones, that's why they should be careful in their remarks or complaints about novices, as Man & Tang (2012) suggested that experienced teachers should be "sensitive to the relatively fragile professional status that novice teachers have"(p. 489) .

Novice teachers suffer from a lack of experience in the field of teaching that's why they face a lot of difficulties during their development process. The need for support and guidance from mentors, schools and other experienced teachers in the field of work are of a great

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importance for novice teachers. First, because they give them the opportunity to express the difficulties they face with their classes. Second, guidance provided by mentors and other colleagues help novice teachers to discover the challenging areas related to teaching and learning and then try to work with the advice they gave. Third, schools may hinder the success or failure of novices' adaptation process. For example, they may create effective working environment for novice teachers where all the teaching equipment and materials are well designed and prepared.

2.2.4. EFL Novice Teachers Challenges when Managing their Oral Classes

The early days of teaching in oral classes are marked by serious challenges that occur mainly in classroom management. In this point particularly, Pitton (2006) "the success of novice teachers is critically linked to their first teaching experiences and opportunities they are given to talk through issues they face in the class"(p. 2) .

2.2.4.1. Instructional Planning

Among the serious challenges that EFL novice teachers face concerning the management of any module in general and oral class in particular, planning seems to be the most complex task to do most of the times, because teachers ability to plan effective lessons affect students achievements either directly or indirectly. Moreover, the majority of novice teachers struggle with a lack of creativity to plan their lessons as far as they are not experienced enough and they restrict themselves to some rules or prepared models as Tsui (2003) said "it was found that some novices planned each lesson by following the Tyler model closely"(p. 25).

Additionally, novice teachers' process of lesson planning can be influenced by observation of how other experienced teachers plan their lessons and conduct them, and then

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they need to learn from them because observing how teachers conduct their lessons, novice teachers can develop a repertoire of strategies and techniques that they can apply in their own teaching. Moreover, the majority of novice teachers especially during their first year in the profession become frustrated or disappointed, because their fear of planning uninterested lessons to meet students' needs and preferences. All these factors affect teachers' lesson planning process. That is to say, novice teachers try in all the times to plan their lessons in a way to satisfy all students' different needs and level, but what they forget is that involving all students in the lesson is an end that is difficult to achieve.

Nevertheless, many novice teachers gain experience on how to teach and plan effective lessons for their oral class as Manne & Tang (2012) said, they feel comfortable as their planning process progress, but still they may face some difficulties most of the times because they do not have a "repertoire of pedagogical routines" (p. 495). Based on what have been said previously, novice EFL teachers should be creative, flexible and productive in their lesson plans because once the lesson is planed effectively with all the necessary stages and elements, novice teachers may avoid other difficulties that result from students careless or attention because of boredom.

2.2.4.2. Managing Lessons

In line with the major challenges of lesson planning EFL novice teachers may face is the implementation of lessons. In this step, novice teachers need to address students with different abilities, different levels, and different backgrounds. Most novice teachers fail to manage the beginning of the lesson which should be brisk to avoid other difficulties that may occur when students are not engaged in the lesson (Colin & Robert, 1993, p. 3). Thus, novice teachers need to know when their students are ready to start before moving to deliver the main content of the lesson (Colin & Robert, 1993, p. 5).

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Additionally, the stage of content presentation is crucial in determining the success or failure of novice teachers' teaching process as well as the end of the lesson; both are considered as an area of struggle for novices in order to not waste all the valuable efforts that novice teachers do from the beginning till the end of the lesson. In this regard, Gray & Richards (1988)(cited in Colin & Robert, 1993, p. 5) stated that "structure at the end of a lesson is all too easily lost in a sight of relief that is merely over". It is up to novice teachers to be creative and develop knowledge on how to move from one stage or phase of the lesson to another one that is more detailed or difficult to manage, as well as helping learners through effective lesson implementation to build rich learning experiences that should include a link of elements they have already learned.

2.2.4.3. Managing Activities

Several oral activities are used by EFL novice teachers in oral expression class; however, novice teachers suffer from a lack of knowledge and experience on how to manage each type of activities involved in their oral class. Tauber (2007) believed that "Effective teacher control the momentum or rate of flow of activities in the classroom...to pay attention to misbehavior even after it has caused" (p. 244). Oral class demands the activities that involve both speaking and listening skills, but speaking activities such as discussions or group works are very challenging for novices because students participate in discussion where they have the chance to express their ideas and opinions. Thus, some kinds of students try to dominate the activity through imposing their opinions over other classmates; as a result, aggressive or unwanted behaviors may dominate over teachers' control. To avoid all these shortcomings, novice teachers should develop sufficient knowledge on how to manage the classroom activities as Burns & Richards (2009) said that novice teachers should develop "new knowledge and

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theory through participating in specific social contexts and engaging in particular types of activities”(p. 4) .

Additionally, effective teachers are the ones who decide about the appropriate activities for each lesson based on their objectives, as Cohen et al (1977) reported“the success of activities depends...on the role of the teacher” (p. 63). Novice teachers, most of the times, fail to manage complex activities that contain a lot of work or collaboration between students, because they ends up in tragic way remarked by as total mass, noise and behavioral problems. Concerning this point, Cohen (1977) said “In any activity that carries risks teachers must ensure that it is undertaken in a safe manner” (p. 85). Moreover, novice teachers should focus on whether the environment is appropriate for learners to do their activities successfully; in the same time, enjoy what they are doing and avoid unwanted behaviors that may occur as students are doing their work. According to Tauber (2007), teachers may create enjoying environment for students only if they have “relatively interesting lessons and existing activities going in the classroom, so that the misbehave students would rather join then remain in the time spout area”(p. 180).

To sum up all what has been said previously, managing activities is considered as a part of responsibility of any teacher in general and novices in particular, because the way they manage their activities affect students achievements and learning experience as well as selecting activities that focus on different skills to give opportunities for every student to be involved. Thus, novice teachers should know how to divide time for each activity without neglecting the importance of feedback and correction.

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2.2.4.4. Managing Behavior

Behavioral management emerged as another challenging area for EFL novice teachers, where the majority of them fail to maintain control over their students' behaviors in classroom. The opportunities for misbehaviors to occur are commonly spread in classes that are managed by novice teachers, because students are able to identify the weaknesses of their teachers in managing the class and control behaviors. Thus, teachers ability to create appropriate learning environment for students to learn affect the way students behave as McLeod et al (1940) sated "a careful planed physical environment enhances student's learning opportunities and supports them in being able to manage their own behavior" (p. 57).

In addition, students misbehave most of the times because they find opportunities to escape from teachers' control, and they succeed in disrupting classroom orders as Colin & Robert (1993) stated "the... tendency to misbehave...emphasize that there are causative factors outside the control of teachers which influence students to be the center of instability in the class"(p. 56). Nevertheless, novice teachers who fail to predict or handle minor behavioral problems in their class will struggle when these minor misbehaviors turns into serious problems as Colin & Robert (1993) quoted that novice teachers need to "spotting and dispersion a minor disturbance before it builds up "(p. 9). Thus, behavioral problems occur when novice teachers are unable to plan interesting lessons that involves all the students in classroom and satisfy their needs and curiosity. For example, when students are not interested in a given lesson they start talk to each other, cause noise and even opportunities for confrontations between students may arise.

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2.2.4.5. Managing Time

Time management is another problematic area that takes much concern and efforts from EFL novice teachers concerning their oral class management. Novice teachers struggle with their lack of experience on how to manage their time as Tsui (2003) claimed that novice teachers “had to spend so much time and energy preparing for teaching”(p. 26).

Nevertheless, novice teachers face some difficulties to devote time for activities because activities such as discussions, group work and role plays take much time and efforts to be managed. Concerning this point particularly, Tsui (2003) recorded that novice teachers “had to devote plenty of time and energy to design activities and to think of techniques to set up and maintain order”(p. 26). Thus, oral class involves a lot of activities to be done, but because of shortage of time novice teachers cannot perform all of them at ones. Speaking and listening skills involve some activities where the focus is on acquiring some aspects of the language that requires a lot of time such as vocabulary which always demands a lot of time to be taught and mastered.

Time management then is a very important area of problems for any type of teachers in general and novices in particular, because managing time of planning, time of implementation of lessons and time for activities along with time for correction and feedback needs a lot of efforts and care as well as support provided by other experienced colleagues who find it a matter of routines to manage time. Novice teachers need much practice and develop knowledge on how to manage their time effectively.

2.2.4.6. Teaching Materials and Equipment

The use of materials and equipment emerge as another challenging area for novice teachers where they struggle a lot in their teaching, because of the inadequacy of materials

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and equipment. According to Richards & Pennington (1998), novice teachers need to focus much more on “covering the essential materials efficiently and thoroughly” (p. 186). Thus, novice teachers may have struggle too much because they have little or no previous experience on the teaching materials.

Nevertheless, teachers of oral expression classes need the existence of well function materials and equipment such as computers which are very helpful for teachers to provide both listening and speaking materials effectively, but novice teachers struggle with insufficient and inadequate teaching materials (Veenman, 1984, p. 143). However, novice teachers especially of oral classes face serious difficulties with the use of technology including lack of training on how to use language laboratory.

Conclusion

Oral classes are considered as challenging settings to be managed for teachers in general and novices in particular. This chapter has covered the main challenging areas that novice teachers encounter in their oral classes management. To achieve a successful classroom management, teachers should identify these challenges and try to solve them. This will be the concern of the third chapter.

Introduction

The present piece of research is conducted to investigate the classroom management challenges faced by EFL novice teachers in oral classes. In order to reach the aims and answer the research questions of this study, two tools of research were used to collect the necessary data which are a structured interview for teachers and a classroom observation. Moreover, this chapter analyzes and discusses the results obtained from the research tools. Finally, this chapter ends with some pedagogical recommendations that can contribute in improving novice teachers' practices in terms of oral classroom management.

3.1. The Teachers Interview

The interview was conducted with all the five EFL novice teachers of first year teaching oral expression classes at the department of English. The interviews aimed to get novice teachers views about the classroom management process.

3.1.1. Description and Aims of the Teachers Interview

The interview is a qualitative research tool, which was used to investigate first year EFL novice teachers' views about the challenges they face in terms of management oral classes at the department of English. The interview was structured and face-to-face with teachers, and it was consisted of fifteen questions. The interviews have been implemented on the 15th, 16th, 19th, and 20th of May 2019 at the department of English language. Each interview took the average of sixteen minutes where some of the interviewees were taped-recorded while others refused been recorded along with note taking. The interview was intended to five (5) novice teachers of oral expression module of the first year at the same department. The reason behind selecting first year EFL novice teachers is because they are beginners to the field of teaching and they have no much experience on how to manage oral

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expression classes. While the second reason behind selecting oral classes, because they are very difficult to manage including difficulties of teaching materials, managing students' behaviors as well as managing activities.

3.1.2. Analysis of Teachers Interview

The interview is consisted of fifteen questions delivered to first year EFL novice teachers of oral expression module. The questions were open ended because the researchers preferred to give the opportunity to novice teachers to express their opinions and ideas freely.

Q.1. Which degree do you hold?

The first question aimed to know about the degree held by the teachers. Four teachers stated that they held a master degree, while the fifth teacher said that he is preparing his Doctorate.

Q.2. How long have you been teaching oral expression module?

The aim of second question was to know how many years novice teachers have been teaching oral expression module. Three teachers reported that they have been teaching oral expression module for one year only, while the fourth one said that she has been teaching this module for two years. The last one, however, said that he has been teaching oral classes for three years. It means that all the five teachers are considered as novice teachers.

Q.3. According to you, what are the characteristics of competent English language teacher?

This third question was about the interviewees' views about the characteristics of competent English teachers. According to the teachers' responses, the competent English language teachers are the ones who take their students' needs into consideration, and create a friendly relationship with their students as well as providing help and guidance. Moreover, competent teachers need also, according to them, to be patient and creative in their teaching process

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while taking the full responsibility to manage their time and plan interesting lessons. One of the teachers said “a competent English language teacher should be self-confident, a hard worker, serious and responsible towards his/her students and class”.

Q.4. Have you ever received any training on how to manage your oral class?

The fourth question aimed to find out whether novice teachers have received any training on how to manage their oral classes. Concerning this question all novice teachers answered “No”. However, they reported that they have some theoretical knowledge about classroom management studied at university

Q.5. Do you face any challenges or difficulties on how you should manage your class? If yes, please mention them.

The fifth question was asked in order to find out the challenging areas or difficulties novice teachers face in managing their oral classes. Three of the teachers declared that they face challenges and difficulties that prevent them from managing their classes effectively. They emphasized the difficulties that occur at the beginning of the academic year mainly the absence of the syllabus which leads according to them to a difficult lesson planning process. In addition, they mentioned the problem of time management which is in most of time an obstacle especially in oral classes. Teachers reported that oral activities take time to be implemented. Another teacher mentioned misbehavior problems that occur during classroom activities. For example, during discussions or group work some confrontation may occur between students especially when they develop aggressive ideas. One of the teachers said “there are always problems in classroom, sometimes students over talk, they use their cell phones and even sometimes they talk to each other without my permission. They think that in

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university everything is permitted". The remaining teachers mentioned some problems in terms of using laboratory equipment.

Q.6. Have you ever received any guidance from other experienced colleagues in the field?

All the teachers answered 'No' and all of them agreed that there is no collaboration between colleagues in the field of work. They receive no help or support from other experienced teachers.

Q.7. What kind of relationship do you have with your students?

All the teachers claimed that they have a friendly relationship with their student which is built always on mutual respect. One teacher said " I insist on having a friendly relationship with my students since the beginning of the academic year".

Q.8. Do you set any rules for your students to respect and follow at the beginning of the academic year?

The seventh question was about the rules novice teachers set at the beginning of the academic year and to what extent students follow and welcome these rules. Two teachers said that they set no rules for students. They reported that they just correct their students' behavior when they misbehave. The remaining teachers, however, agreed on three rules which are, according to them, the basis to create a respectful environment. These rules are respecting the teacher, respecting themselves and respecting each other.

Q.9. Do you use any strategies to maintain order and avoid unwanted behaviors in your class?

Four teachers believed that they should maintain order in their class by controlling students' behaviors. For this purpose, they use some strategies. On the one hand, they give remarks on students' unwanted behaviors and be sever with them especially when they violate

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classroom rules. On the other hand, they try to create relaxing atmosphere for their students to enjoy their learning, and sit the boys in front tables, because they prefer to sit at the back where they can talk and cause much noise. One of the teachers said “teachers should be sever with their students and tolerate their behaviors for the time, but if it is repeated, teachers then need to be strict with them”. Another teacher said “sometimes I try to be very bad with my students, but through time they will get used to it and to me”. Two teachers agreed that they use no strategies to maintain order to avoid unwanted behaviors, because there is a mutual respect between teachers and students so they notice no behavioral problems in their classes.

Q.10. Do you use rewarding and punishment?

As far as rewarding and punishment are concerned, the majority of teachers agreed that the use of rewarding encourages learners to do more efforts and motivate them to learn, while punishments correct students’ misbehaviors. One of the teachers said “rewarding motivates students to work hard and improve their level in English. Punishment according to me is beneficial for students because sometimes they take things for granted and this helps them correct their behaviors”.

Q.11. Do you face problems when using laboratory equipment?

Concerning this question, all the teachers, mainly those who are teaching oral expression for the first time, complained about the difficulties they face regarding the use of the lab equipment. The teachers reported that they are unable to master all the functions of the equipment as they face a lot of difficulties with hardware, software programs and viruses. The teachers would appreciate a training program concerning the use of the lab materials.

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Q.12. What types of oral activities do you use and which of them is difficult to manage?

The majority of the teachers said that they use games, oral presentations and dialogues. They agreed that group work and discussions are the most difficult activities to be managed, because students in these activities meet together to express their opinions and ideas freely and some of them try to dominate or impose their opinions over other students. One teacher said “I find group work the most difficult activity to be managed among the other activities, because the students need to sit together which is very difficult to implement in the lab. Moreover, I need to move around the room to make sure that all the students are working”. Another teacher stated that “discussions are very difficult to manage, because sometimes confrontations arise between students where some of them try to dominate the discussion, some of them talk non-stop, others are aggressive in their opinions and others are not involved at all. It is then up to me to deal with each student and serve as a judge”.

Q.13. Do you use authentic materials and on which basis do you select them?

The overall answers of teachers concluded that they use authentic materials and their selection is based on students’ level of comprehension, their interests, their needs and preferences. One of the teachers claimed “I always try to bring authentic materials for my students from native speakers and select interesting topics. The videos I use sometimes include the American accent and sometimes the British one also I try to select the materials which include both listening and speaking with easy vocabulary, pronunciation and acceptable speed of delivery”.

Q.14. According to you, is it only the teachers’ responsibility to manage their classes?

Two teachers stated that managing oral classes is considered as their own responsibility, while three others mentioned the students as a responsible element in the

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process of classroom management. One teacher quoted “it is not only teachers responsibility to manage his/her class, students are also responsible for managing their classes in the way that they should respect each other and look for each other. In this way, students will be engaged in a friendly relationship”

Q.15. What could you suggest for EFL novice teachers with regard to their oral classes management?

The last question was about the suggestions novice teachers could provide for other EFL teachers concerning oral classes’ management. Every teacher gave his/her advice based on their personal experience as EFL novice teachers of oral expression module which are the following:

The first teacher: “well, I just want novice teachers to be good listeners to their students, to take care of their students’ needs and be friendly with them”

The second teacher: “novice teachers need to be easy going especially in oral class, they need to focus on what is going in classroom and create comfortable classroom atmosphere where learners feel at ease to talk and participate. Teachers also need to be creative, flexible and responsible towards their teaching”.

The third teacher: “novice teachers need to be patient and competent enough to help their students achieve their learning needs, correct students mistakes and give opportunities for students to participate and ask questions without obstacles or any type of punishment”.

The forth teachers: “novice teachers should not focus only on speaking and listening, but also on raising students’ cultural awareness. Teachers also need to involve all students in the speaking and listening activities to help them develop their level in the target language and

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make learning extends to outside classroom by encouraging students to practice with other users of the language”.

The fifth teacher: “novice teachers as beginners in the field of teaching need to pay attention to lesson plan, create effective classroom atmosphere and develop skills to motivate their students to use the target language both inside and outside classroom. Novice teachers need to create equal opportunities for their students to ask questions and correct their mistakes. Moreover, novice teachers need to select materials and activities that are compatible with students’ levels of comprehension”.

3.2. Classroom Observation

3.2.1. Description and Aims of Classroom Observation

Classroom Observation is one of the tools used to conduct this research. It is considered as one of the most practical tools for gathering information while observing the behaviors and actions of the participants in natural contexts. It was conducted with five EFL novice teachers of oral expression module at the department of English language at the university of Mohammed Seddik Ben Yahia-Jijel. The classroom observation aims at observing the major challenging areas that EFL novice teachers suffer from when they manage their oral classes.

The classroom observation used was supported by a checklist that consisted of five (5) items and designed based on the theoretical part. The checklist items are: the implementation of the lesson, activities management, classroom organization, behavior management and class dismiss (see appendix B). During the observation sessions, the researchers sat at the back of the laboratory for the purpose of gathering data from the participants who were acting naturally and spontaneously; however, the observation was conducted without any kind of audio or video recordings.

3. 2.2. Analysis of the Classroom Observation

The checklist mentioned above was designed by the researchers and consisted of five items related to the challenging areas novice teachers face in oral classes' management. These items are analyzed as follow.

➤ Lesson Implementation

During the sessions that the researchers attended, novice teachers seemed friendly with their students where they started first by greeting their students at the classroom door, and when all the students took their sits, the teachers asked them how they are doing. The students also seemed relaxed and happy with their teachers. Before the teachers started the lessons, there was little noise resulted from students who were talking and discussing subjects, telling jokes and turn around to talk with their mates. Then, the teachers knocked on the board and raised their voices to make students silent and then they declared the beginning of the lesson.

Furthermore, the teachers started their lessons with a brief warm-up which was used differently from one teacher to another. Some teachers used warm-up in the form of a question that has strong relation with the lesson, while others introduced a short story and others a video. The warm-up activities prepared the students for the lesson. The researchers noticed that the war-up consumed much time more than the next phase of the lesson. In addition, after the teachers make sure that their students are ready, they moved directly to next phase of the lesson which is the presentation of content. The teachers presented the teaching materials with the in short period of time that lead them to neglect many important elements to explain for students. The majority of students were involved in the lesson while some students were not even focusing with their teacher. They were not encouraged enough to participate, ask questions and give comments. Based on what the researchers observed, some

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teachers did not write many important elements on the white-board or identified unfamiliar terms as well as explaining difficult elements for students. During the presentation of the lessons, the teachers gave remarks on students' use of the mother tongue or any other languages and asked them to use the target language only. Moreover, because most of novice teachers were not able to manage their time effectively, they delayed giving explanations or corrections on students work.

➤ **Activities Management**

During the observation sessions, the researchers noticed that some novice teachers used a variety of activities during one session, but other teachers restricted themselves to one type only. The types of activities used were discussions, dialogues, role plays and games. Group work activities were avoided because the seating arrangements in the laboratory did not allow teachers to form groups. All the activities used seemed to be very beneficial for the students who worked together in collaboration while they were actively doing the activities. Additionally, novice teachers employed some designed materials such as videos, projectors and pictures for the purpose of facilitating the implementation of the activities although most of them face difficulties in using these equipments which leads to a waste of time. However, some novice teachers did not give wait time for the students to accomplish their work effectively rather they kept asking about time to complete the activities. Furthermore, it was noticed that the teachers faced difficulties to perform different roles at the same time as they guided, supervised, and gave instructions for students when they performed their activities.

Moreover, what attracted the researchers' attention is that some teachers depended on the use of some activities that are compatible with students' level of comprehension and preferences. For example, they selected their materials such as videos based on the speed of

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delivery and pronunciation. Concerning correction and feedback, each teacher had his or her own method of giving feedback.

➤ **Classroom Organization**

The majority of the teachers did not prevent late comers from attendance; rather all of them did not give attention to late comers which was a source of disturbance for their classmates. Moreover, during the sessions, teachers tried their best to involve all the students in the classroom atmosphere and make them attentive, but still they fail to involve all the students.

Nevertheless, the teachers did not vary the sits of the students based on each type of activity, because laboratories restricted them to a certain seating chart where students sited together in rows of four (4) students or more with teachers desk and white-board in front of the class. In addition, the teachers reminded the students with classroom rules from time to time in order to maintain order and keep classroom under control. Among the researchers observation, it was noticed that novice teachers did not bounded themselves to their desks, but moved around the class in order to maintain order. Additionally, teachers depended on some strategies and techniques to avoid disruptive behaviors which were spread in classroom such as the use of mobile phones. The strategies novice teachers used include placing the boys in front of the classroom, separate between close friends who tend to talk too much and most of the times out of the subject and walk around the class to notice if something went wrong.

➤ **Behavioral Management**

The teachers were able to notice the minor misbehaviors between students such a confrontations, use of cell phones without the teacher permission and cause noise that may occur as students participate, share experiences and discuss with each other. Thus, teachers

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prevented misbehaviors from occurrence in their classes through the use of some techniques and strategies including rewarding and punishment. Moreover, teachers intervened when their students talked out of the subject or without permission as well as reminded them with the necessity of mutual respect. During the observation, some confrontations occurred between students especially during discussion activities, because some students were aggressive in their opinions and ideas. Sometimes confrontations existed between teachers and their students, but it did not affect them since they were able to manage it in open class.

➤ **Class Dismiss**

Concerning class dismiss, the majority of the teachers did not use any sign of class dismiss, because they kept teaching till the last minutes and they faced problems of insufficient time. Teachers also did not ask their students to collect their equipment or materials, because as they declared class dismiss their students automatically gathered their staffs and get ready to leave. Thus, teachers used no style to dismiss their class; rather they kept till the last minutes to declare class dismisses and students left one by one or in group, they caused noise and over talk. At the end of the session, the teachers did not review or summarized the main points they covered in the lesson and gave their students homework.

3.3. Discussion of the Results

The aim of this study is to identify the classroom management challenges faced by novice teachers of oral classes. To reach this aim, two research tools are used: a teacher's interview and a classroom observation. The population selected is first year EFL novice teachers at the department of English at Mohammed Seddik Ben Yahia university of Jijel. Based on the results obtained from the interview and classroom observation, it was found that novice teachers of oral expression module face serious challenges which affect their abilities

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to manage both the teaching and management process. Generally, classroom management challenges of oral classes exist because of the lack of training programs on classroom management along with a lack of support and guidance colleagues in the field. All novice teachers agreed that they did not receive any training or guidance on how to manage their classes in real school settings; rather they dealt with classroom management only in theory.

Moreover, novice teachers who were characterized by a lack of experience in the field of teaching oral expression module were unable to guaranty effective management process because they were not trained and competent enough in the use of technology including laboratory equipments. They struggle a lot with the use of computers as well as projectors and data shows. In addition, language laboratories caused problems of management especially during classroom activities. That is to say, laboratories restrict the students to a certain seating chart where they have to sit in rows of four students or more with teacher desk and white board in front of the classroom. In group or pair work activities, teachers could not form the groups or the pairs to work together. This obliged novices to avoid the use of these types of activities.

In addition, teachers are not provided with a syllabus at the beginning of the year which can help them to plan their lessons. As a consequence, teachers in general and novices in particular relied on themselves to decide about the syllabus to teach. Furthermore, because of a lack of time management skills, some novice teachers struggle with the implementation of the activities required in oral classes.

Another difficulty with classroom management is concerned with behavioral problems that may occur between students in oral classes such as confrontations, disruptive behaviors including students' use of cell phones, talk without teacher permission and use of unacceptable expressions.

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Furthermore, teachers' failure to manage their classes affects students' performance. First, some teachers did not give their students the opportunity to participate and be involved in the classroom activities. They neglected the importance of giving enough wait time for students to finish doing their activities. Also, some of novice teachers neglected writing important elements on the white board and neglected giving any corrections or feedback especially on the level of pronunciation.

Although the results obtained from the interview and the classroom observation identified some challenges novice teachers face in terms of classroom management, teachers, however, the teachers showed a friendly relationship with their students. This was confirmed by the observations conducted for this study. In fact, it was observed that the teachers greeted their students at the classroom doors and asks about how they are doing and they tell jokes to make students relaxed and enjoy their learning process. Additionally, teachers gave importance to students needs and selected their teaching materials based on their students' preferences also they participated in discussions and shared their personal experiences with their students to encourage them share their own experiences.

3.4. Pedagogical Recommendation

First year EFL novice teachers generally encounter serious challenges when it comes to managing their oral expression classes. In fact, some novices meet some obstacles whenever they deal with their classes, while others easily manage their classes without any problems. For this reason, the following recommendations are suggested.

3.4.1. Providing Teachers with the Teaching Syllabuses

One of the difficulties faced by EFL teachers is caused by the absence of teaching syllabuses. This makes the effectiveness of both teaching as well as classroom management

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processes difficult to be achieved as it also affects the teachers' lesson planning process. For this reason, the ministry of higher education should provide teachers with appropriate syllabuses to facilitate the teaching/ learning process.

3.4.2. Creating Training Programs on Classroom Management

It is no wonder that many novice teachers face serious challenges when it comes to manage their classes, this because they receive insufficient and sometimes zero training on how they should manage their classes effectively in real school setting. For this reason, educational authorities should create effective training programs in order to help novice teachers and make them well prepared to meet their classes in real life settings. Moreover, it is very important to provide novice teachers with a special training on the use of technology, because many novices suffer from lack of experience on how they should use the technological devices effectively for their classes.

3.4.3. The Need for Experienced Colleagues Support and Guidance

Novice teachers as beginners in the field of teaching in general and in classroom management in particular need to receive support and guidance from other experienced teachers in the field. That is to say, experienced teachers may provide novices with some of their lesson plans as a model or a guide, and through time novice teachers will develop more experience and become able to develop their own lesson plans.

3.4.4. Providing Effective Teaching Equipment and Materials

It is very important for schools to create appropriate environment for novice teachers in order to facilitate the teaching process. Moreover, they should provide well function teaching equipment and materials because they are considered as very crucial aspect of teaching, and

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most of the times, they are considered as a source of problems for beginner teachers. That is to say, computers in the laboratory does not function well in most of the times, so students are required to change their sits as a result problems of noise and disturbance occur. Moreover, the inadequacies of teaching equipments lead teachers to waste valuable time for teaching on trying to make them function well.

3.4.5. Providing Enough Teaching Time

Time management is very crucial aspect of teaching which requires a lot of attention and care from novice teachers. It is very important for novices to develop time management strategies in order to facilitate classroom management process. However, the educational authorities are required to extend the number of teaching hours per a week. That is to say, novice teachers complained a lot about time specified to teach oral classes and they considered is as not sufficient at all. Besides, they considered oral module as very important to help learners develop the basic language skills which are not restricted only to speaking and listening but also to include reading and writing.

3.4.6. Providing Appropriate Seating Arrangement in Laboratories

The current seating arrangement of the language laboratory causes problems for teachers such as difficulties to implement the activities. Although group work activities are very beneficial to teach and learn English language, but in the seating arrangement in the lab prevent learners from the opportunities to collaborate together and share their learning experiences. For this reason, it is better to change the seating furniture of the lab and provide teachers with modern and flexible ones that they can change based on the type of each activity.

3.5. Limitations of the Study

This piece of research has been carried out at the department of English language/ University of Mohammed Seddik Ben Yahia-Jijel. Some limitations have been met during the process of conducting this research. On the one hand, it was difficult for the researchers to report the answers because of some teachers' refusal to record them. On the other hand, it was difficult to observe classroom management practices of novice teachers, because most of the students were absent for certain reasons that we know. Finally, the researchers' suffered from a lack of references especially with novice teachers.

Conclusion

This chapter was devoted to discuss and shed light on the major findings gathered by the tools used in this study: an interview and a classroom observation. Besides, the results in this study revealed that novice teachers suffer from a lack of training on classroom management practices and technology use in their oral classes. In addition, novice teachers face problems concerning some aspects of classroom management such as lesson planning, managing students' behaviors and the use teaching materials and equipments. Also, they considered other experienced teachers' support and help as very beneficial for them. For example, experienced teachers may provide them with models or instructions on how they should plan effective lessons for their students. The research findings showed that EFL novice teachers of first year oral classes try to develop effective classroom management process inside classroom; such as, maintain order in classroom, create effective teaching and learning environment, and control students' misbehaviors.

General Conclusion

This current piece of research was set to investigate classroom management challenges faced by EFL novice teachers of first year at the university of Mohammed Seddik Ben Yahia-Jijel. Moreover, this study was devoted into three chapters. On the one hand, the first chapter reviewed the literature about classroom management including its definitions, its rules, its approaches as well as the factors that affect it. Through this chapter, it was concluded that classroom management is a crucial aspect of teaching. It is the process of controlling and organizing the teaching-learning environment as well as the students. In addition, achieving effective classroom management process requires the existence of effective and supportive teaching environment, well designed materials and equipment, skillful and competent teachers to take care of the students' needs and control their behaviors.

On the other hand, the second chapter was concerned with speaking and listening skills along with a review of the literature about novice teachers and the oral classroom management challenges they face. It provided definitions of the speaking and listening skills, the components of the speaking skill and the types of the listening skill. Then, it emphasized the importance of speaking and listening skills for EFL student and the factors that affect their oral performance. In addition, it included the role of EFL teachers in oral classes, the type of activities used to teach these classes, and the importance of authentic teaching material. Besides, this chapter provided a review of the literature about novice teachers including their definition, their characteristics, their first experience in the field work, and their need for support and guidance. Moreover, this chapter shed light on the challenges EFL novice teachers face in the EFL oral expression classes. This chapter revealed that speaking and listening skills are very important skills for any language learners, and they may be affected by several factors such as anxiety. EFL teachers should play several roles in their classes in

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order to create positive teaching and learning processes. Furthermore, they should decide to use well designed authentic materials because they are assumed to be the appropriate teaching materials to teach oral classes, and vary the types of activities based on students' needs and interests. Moreover, novice teachers as beginning teachers to the field of teaching especially the ones of oral classes suffer in their first teaching experience and for this reason; they need support and guidance from other experienced teachers.

The third chapter was devoted to research methodology and data analysis. In order to obtain data for this research, two research tools were used: an interview for the teachers as well as a classroom observation in order to gather valid and reliable data. The analysis of the interview and classroom observation showed that first year EFL novice teachers face challenges in regard to oral classroom management. However, it was observed that most novice teachers struggle a lot in their teaching as well as the classroom management processes because of the absence of the training programs, teaching syllabus and guidance of experienced colleagues in the field. The findings showed that novice teachers are beginner teachers to the profession with little teaching experience and training they were unable to transmit the knowledge they acquired during their university studies to real classroom settings and unable to use teaching equipment effectively. Moreover, they face challenges related to managing their students' behavior, activities, planning process and selection of materials along with lack of skills to manage their teaching time. According to these results, it was concluded that novice teachers are aware of the challenges they may face in managing their oral classes, but they lack experience, skills and guidance on how they should overcome these challenges in order to achieve an effective classroom management process. At the end, some pedagogical recommendations were provided to EFL novice teachers and other researcher in order to improve the teaching/ learning process in general and classroom management process

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in particular. It is hoped that the results and the recommendations of this study will contribute in the improvement of novice teachers' practices in terms of classroom management particularly in oral classes. It is also hoped that further studies will be conducted to investigate novice teachers' challenges not only in oral classes' module but also in other content modules.

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Appendices

Appendix A

Teachers Interview

- Q.1.What is the degree do you hold in English language teaching?
- Q.2. How long have you been teaching oral expression module?
- Q3. According to you, what are the characteristics of competent English language teacher?
- Q4. Have you ever received any training on how to manage your oral class?
- Q5.Do you face any challenges or difficulties on how you should manage your oral class? if yes what are they?
- Q6. Have you ever received any guidance from other experienced colleagues in the field?
- Q7.What kind of relationship do you have with your students?
- Q8. Do you set any rules for your students to respect and follow at the beginning of the academic year?
- Q9. Do you use any strategies to maintain order and avoid unwanted behaviors in your class?
- Q10. Do you use rewarding and punishment with your students?
- Q11. Do you face problems when using laboratory equipments?
- Q12.What types of activities do you use most and which one of them is difficult to manage?
- Q13.Do you use any authentic materials in your class and on what basis do you select them?
- Q14.According to you, is it only the teachers responsibility to manage their oral classes?
- Q15. What could you suggest for EFL novice teachers with regard to their oral classes management?

Appendix B

Classroom Observation Checklist

Items	Implemented	Not Implemented	Comment
1. Lesson Implementation			
<p>1. The teacher starts by greeting his students.</p> <p>2. The teacher starts the lesson with a brief worm-up to activate students' background knowledge.</p> <p>3. The teacher moves smoothly from one phase of the lesson to another one.</p> <p>4. The teacher introduces well-designed materials for the lesson.</p> <p>5. The teacher encourages students to take part in the lesson.</p> <p>6. The teacher writes important elements on the white -board.</p> <p>7. The teacher asks questions to reinforce learning experiences.</p> <p>8. The teacher identifies unfamiliar terms and explains difficult elements for students.</p> <p>9. The teacher asks students to use only the target language in classroom.</p> <p>10. The teacher uses repetition.</p> <p>11. The teacher divides appropriate time for each phase of the lesson.</p> <p>12. The teacher gives opportunities for</p>			

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students to ask questions, give comments and share experiences.			
2. Managing Activities			
<ol style="list-style-type: none"> 1. The teacher varies the type of activities. 2. The teacher uses pair work and group work activities. 3. The teacher relates concepts to students' previous experiences. 4. The teacher employs useful tools or teaching aids to facilitate activities such as technology, computers and projectors. 5. The teacher involves verity of students in discussions. 6. The teacher responds to students questions. 7. The teacher guides students work and gives instructions and feedback when necessary. 8. The teacher gives wait time for students to accomplish their work. 9. The teacher decides to use appropriate activities based on students' level. 10. The teacher gives immediate correction on students' mistakes. 11. The teacher selects the activities and teaching content based on the students' preferences. 			

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<p>3. Classroom Organization</p>			
<ol style="list-style-type: none"> 1. The teacher waits for his students to come at classroom door. 2. The teacher prevents late comers from attendance. 3. The teacher varies seating based on the type of activities. 4. The teacher reminds students with classroom rules. 5. The teacher organizes classroom equipment and materials. 6. The teacher builds comfortable classroom environments. 7. The teacher insists on mutual respect between teacher and students. 8. The teacher walks around classroom to maintain order. 			
<p>4. Behavioral Management</p> <ol style="list-style-type: none"> 1. The teacher notices any changes in students' behaviors. 2. The teacher prevents misbehaviors in classroom. 3. The teacher uses strategies to manage students' misbehaviors. 4. The teacher uses rewarding and punishment with students. 5. The teacher intervenes when students are talking without permissions. 			

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<p>6. The teacher avoids direct confrontations with his/ her students.</p> <p>7. The teacher successfully manages confrontations that occur between students in classroom.</p> <p>8. The teacher depends only on him/herself to manage serious misbehavior problems.</p>			
<p>5. Class Dismiss</p>			
<p>1. The teacher gives warning as a sign before class dismiss.</p> <p>2. The teacher benefits from the last minutes before class dismiss to give summary or further explanations.</p> <p>3. The teacher asks students to collect the equipment and organize the materials they have used during learning.</p> <p>4. The teacher uses some techniques to dismiss class.</p> <p>5. The teacher keep until the last minute to declare class dismiss.</p> <p>6. The teacher asks students not to rush all at ones to go out.</p>			

Résumé

La gestion de la classe est un processus complexe en milieu éducatif. C'est un aspect important de l'enseignement qui est une lutte pour de nombreux enseignants dans les classes d'anglais langue seconde. Cela peut être dû au manque de formation des enseignants, de soutien et aux difficultés à mettre en œuvre des stratégies de gestion de classe efficaces. Cette étude vise à identifier les difficultés rencontrées en première année d'anglais langue étrangère par les professeurs débutants du département d'anglais de l'université Mohammed Seddik Ben Yahia-Jijel en termes de gestion de cours oraux. Pour cette raison, il est supposé que, pour que le processus de gestion de classe soit efficace, les enseignants débutants doivent identifier différents problèmes de gestion de classe et essayer de les résoudre. Les données ont été collectées à l'aide de deux outils: un entretien structuré et une observation en classe. D'une part, l'entretien visait les cinq enseignants débutants qui enseignaient l'expression orale au département d'anglais dans le but d'identifier les difficultés de gestion de la classe auxquelles ils étaient confrontés. D'autre part, une observation en classe a été réalisée pour observer comment les novices gèrent leurs cours d'expression orale dans un contexte réel. Les résultats ont montré que les enseignants débutants de la première année du module d'expression orale EFL sont confrontés à plusieurs problèmes pour gérer leurs classes en termes de manque de programmes de formation, de manque de soutien collégial, de gestion du temps et de planification des cours. Sur la base de ces résultats, certaines recommandations pédagogiques ont été suggérées pour aider les enseignants débutants et les autres chercheurs à améliorer leur processus de gestion de classe.

Mots-clés: Gestion de la classe, Enseignants novices, Défis, Cours d'expression orale EFL.

ملخص

إدارة الفصل هي عملية معقدة في البيئات التعليمية. إنه جانب هام من جوانب التدريس وهو صراع للعديد من المعلمين في فصول اللغة الإنجليزية كلغة أجنبية . قد يكون هذا بسبب نقص تدريب المعلمين ودعمهم وصعوباتهم في تنفيذ الاستراتيجيات الفعالة لإدارة الفصول الدراسية. تهدف هذه الدراسة إلى التعرف على الصعوبات التي تواجه اللغة الإنجليزية في السنة الأولى كمدرسين مبتدئين في اللغة الأجنبية في قسم اللغة الإنجليزية بجامعة محمد صديق بن يحيى بجيجل من حيث إدارة الفصول الشفهية. لهذا السبب، من المفترض أنه لكي تتحقق عملية إدارة الفصل الدراسي الفعالة، يحتاج المعلمون المبتدئون إلى تحديد تحديات إدارة الفصل المختلفة ومحاولة حلها. تم جمع البيانات باستخدام أداتين: مقابلة منظمة وملاحظة الفصل الدراسي. من ناحية، تم توجيه المقابلة إلى جميع المعلمين المبتدئين الخمسة الذين يقومون بتدريس التعبير الشفهي في قسم اللغة الإنجليزية لغرض تحديد الصعوبات التي تواجههم في إدارة الفصل الدراسي. من ناحية أخرى، تم إجراء الملاحظة الصفية لمراقبة كيفية إدارة المبتدئين لفصول التعبير الشفهي في بيئة الفصل الحقيقي. أظهرت النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى من وحدة التعبير الشفهي يواجهون العديد من التحديات لإدارة فصولهم من حيث قلة البرامج التدريبية، ونقص الدعم الجماعي، وصعوبات إدارة الوقت، و الصعوبات في تخطيط الدروس. بناءً على هذه النتائج، تم اقتراح بعض التوصيات التربوية لمساعدة المعلمين المبتدئين و الباحثين الآخرين على تحسين عملية إدارة الفصل

الكلمات المفتاحية إدارة الفصول- المعلمون الجدد- التحديات- دروس التعبير الشفوي في اللغة الانجليزية كلغة أجنبية